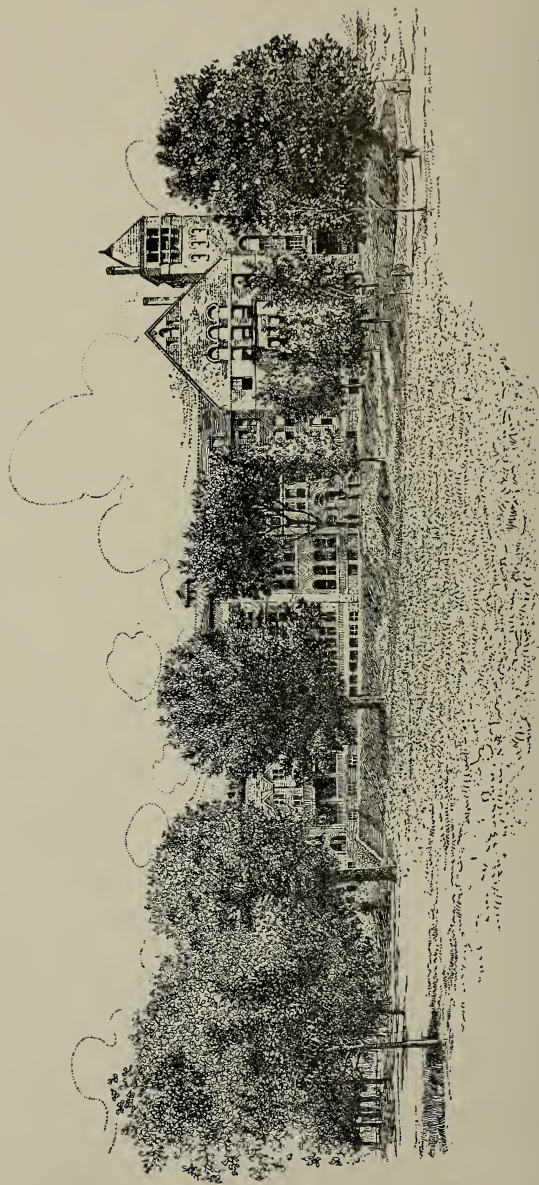


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COLLEGE BUILDINGS—THIRD AVENUE FRONT, BEFORE THE COMPLETION OF THE NEW BUILDING

**ANNOUNCEMENTS
FOR
SESSION OF 1906-7**

ISSUED

**CATALOGUE
MARSHALL COLLEGE**

HUNTINGTON, W. VA.

JUNE 1906.

**REPORT FOR
SESSION OF 1905-6**

CALENDAR.

FALL TERM.

SESSION

1906-7

SEPTEMBER, 1906.

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NOVEMBER, 1906.

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OCTOBER, 1906.

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DECEMBER, 1906.

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WINTER TERM.

SESSION

1906-7

JANUARY, 1907.

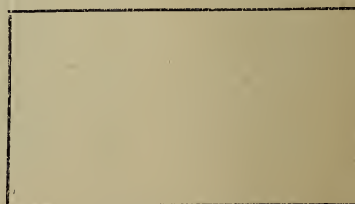
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MARCH, 1907.

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FEBRUARY, 1907.

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1906-7

MARCH, 1907.						
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MAY, 1907.						
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APRIL, 1907.						
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JUNE, 1907.						
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1906-7

JUNE, 1907.						
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JULY, 1907.						
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PART I.

OFFICERS.

STATE BOARD OF REGENTS.

- HON. THOS. C. MILLER, State Supt. of Schools,
Charleston, W. Va.—President.
- HON. F. W. NESBIT, Attorney-at-Law,
Wheeling, W. Va.—Secretary.
- HON. IRA E. ROBINSON, Attorney-at-Law,
Grafton, W. Va.
- HON. E. L. DUNN, Business Man,
Bargers Springs, W. Va.
- HON. S. H. BOWMAN, Attorney-at-Law,
Philippi, W. Va.
- HON. ELLIOTT NORTHCOTT, Attorney-at-Law,
U. S. District Attorney, Huntington, W. Va.
- HON. ROBT. S. CARR, Business Man,
Charleston, W. Va.
-

LOCAL EXECUTIVE BOARD.

- CAPT. A. F. SOUTHWORTH, R. R. Engineer,
Huntington, W. Va.—President.
- PAUL W. SCOTT, Attorney-at-Law,
Huntington, W. Va.—Secretary.
- GEORGE F. MILLER, Cashier First Nat'l Bank,
Huntington, W. Va.—Treasurer.

FACULTY.

ACADEMIC AND NORMAL.

L. J. CORBLY, Principal,
German and Psychology.

MRS. NAOMI EVERETT, First Assistant,
French and Literature.

MISS ANNA CUMMINGS,
Superintendent of Teachers Training Department.

MISS LILIAN HACKNEY,
Mathematics.

W. M. MEREDITH,
Science.

MISS HARRIET D. JOHNSON,
Greek and Latin.

J. A. FITZGERALD,
Mathematics.

G. M. FORD,
Civics and History.

B. F. WILLIAMSON,
Latin.

R. J. LARGENT,
English and History.

MRS. FRANCES CALDWELL,
English and Mathematics.

MISS FRANCES BURGESS,
Political and Physical Geography.

MISS VIRGINIA RIDER,
English Grammar.

W. H. FRANKLIN,
German and Rhetoric.

ROLLA HAMILTON,
Language and Science.

MISS DELIA BRAKE,
English Grammar.

E. E. MYERS,
Normal Art.

MISS GRACE CUMMINGS,
Normal Music.

MODEL SCHOOL.

MISS ANNA CUMMINGS, Principal.

MISS VERGIE JOHNSON,
Grades V and VI.

MISS ELIZABETH FERGUSON,
Grades III and IV.

MISS MINNIE OGDEN,
Grade II.

MISS EVA HEIRONIMUS,
Grade I.

MISS DAINTY CRAIG,
Drawing and Color.

MISS HELEN TUFTS,
Music.

MRS. NAOMI EVERETT,
Advanced French.

MISS ESTHER CROOKS,
Beginning French.

MUSIC.

MRS. C. E. HAWORTH,
Voice.

MISS RHODA CRUMRINE,
Head Piano Teacher.

MISS MARY SHARP,
First Assistant in Piano.

MISS HELEN RANDALL,
Second Assistant in Piano.

MRS. BERTHA ROTH WALBURN,
Violin.

MISS EVA FLING
and
MISS FANNIE CANTERBURY,
Pupil Assistants.

MRS. C. E. HAWORTH,
MRS. B. R. WALBURN,
MR. GEORGE BAGBY,
MR. AUBURN CARTER,
College Quartet.

DEPARTMENT OF EXPRESSION,

MISS LUCIE BROWN.

ART.

**E. E. MYERS, Principal,
MISS DAINTY CRAIG, Assistant.**

LIBRARIAN.

MRS. ELIZABETH MYERS.

MATRONS.

**College Hall,
MRS. LAURA J. MEANS.**

**Domestic Department,
MISS MABEL CASSADY.**

For details concerning the Faculty, their experience and their preparation for their work, see pages 120, 121 and 122.

STANDING COMMITTEES.

CLASS OFFICERS.

CLASS OF 1907.—Mr. Ford and Miss Johnson.
CLASS OF 1908.—Mr. Williamson and Miss Burgess.
CLASS OF 1909.—Mr. Largent and Mrs. Caldwell.
CLASS OF 1910.—Mr. Franklin and Miss Rider.
CLASS OF 1911.—Mrs. Everett and Miss Hackney.

GENERAL.

LIBRARY.—Mrs. Myers and Miss Cummings.
BOARDING.—Mr. Fitzgerald and Miss Johnson.
GRADUATION.—Miss Hackney and Mr. Fitzgerald.
INTER-SOCIETY CONTEST.—Messrs. Franklin and Largent.
ADVISORY TO LITERARY SOCIETIES.—Messrs. Largent and Franklin and Miss Hackney.
SENIOR EXERCISES.—Class Officers, Class 1907.
JUNIOR EXERCISES.—Class Officers, Class 1908.
STUDENT SOCIALS.—Mrs. Everett and Mrs. Means.
CARE OF GROUNDS.—Messrs. Williamson and Franklin.
ATHLETICS.—Messrs. Ford, Fitzgerald and Largent, Miss Hackney and Mrs. Caldwell.
PUBLIC EXERCISES.—Mr. Corbly, Mrs. Everett, Miss Cummings and Mr. Ford.

All public exercises of whatever kind, which are held under the auspices of the school, in any department, must be passed upon by this committee.

COLLEGE HALL.

DINING ROOM.—Misses Cassady, Hackney and Johnson.
GOVERNMENT.—Mrs. Means and Mrs. Everett.
HOUSE.—Misses Johnson and Hackney and Mrs. Means.

OF SPECIAL INTEREST.

NEW BUILDING.

With the opening of the fall term, 1906, the new building, facing 140 feet on Sixteenth street and 101 feet on Third avenue will be ready for occupancy. This adds the following to our school conveniences:

A Commencement Hall with inclined floors, both stage and main floor, a commodious gallery, and large dressing rooms for both ladies and gentlemen. The seating capacity of this hall, which is built after the plan of a theater, having foot lights, curtain space, and proscenium, is about 1,500.

A Study Hall of commodious size and centrally located on second floor.

A library, consisting of a stack and reading room, 44 x 33 feet, a Librarian's Office, 15 x 16 feet, and a Document Room 31 x 20 feet.

Principal's Office.

Principal's Reception Room.

Eight large Recitation Rooms.

Gymnasium.

Two large and two small Toilet Rooms.

Two large Laboratories, one especially commodious.

Fire-Proof Vault for records.

* * * * *

As a result of the completion of this new building all rooms in the three most eastern sections of the series that make up the college block of buildings will be given up to dormitory purposes, thus gaining several new rooms for girls.

The school property at Marshall College is now valued at \$260,000; it includes sixteen acres near the center of the city and a block of well-finished, well-furnished, and well-equipped buildings, five in all, fronting 400 feet north and south, 140 feet west, and 55 feet east, a splendid and imposing structure. See pages 108, 109 and 110.

NEW COURSES OF STUDY.

With this issue of the catalogue the courses of study appear in decidedly modified forms. The normal course has been made more professional, while the academic course has been elaborated into three courses, the ancient language course, the modern language course, and the science course. These last three courses are considerably stronger than the old academic course, four years of Latin, three of Greek, three of German, three of French, taking the place of three, two, two, and two years respectively of these languages; considerable science and mathematics have also been added.

There is greater freedom of choice allowed in selecting studies, than formerly, and more liberty of substitution.

The class of 1907 will graduate under the old or the new courses

as they may choose; but all classes after 1907 will graduate under the new courses.

See pages 26 to 56, inclusive, for full details concerning courses of study.

ALUMNI RECORD.

There being no data of the alumni corrected to date it was decided to omit the Alumni Record from this issue of the catalogue and issue an Alumni Booklet some time within the coming year, a record that will be worthy of the Alumni Association of the school. Committees have been appointed to collect and correct the data necessary for this record.

THE TRAINING DEPARTMENT.

At the beginning of the new school year we shall be able to offer every advantage belonging to an up-to-date training school and model department. Four handsome rooms house the children. These rooms are furnished with everything necessary for the most advanced work, and will be in charge of teachers who have been carefully trained for their positions.

All of the grades will be carried, with a chance for practice work in each.

The art work in the model school ranks with that furnished in the best public schools in the country. The entire work of the model school is carried on under the direct supervision of the superintendent of the training department.

These opportunities will be fully appreciated by the young teachers of the state who are fast discovering that amateur teaching is no longer acceptable and that they must meet the demand of the times or fall in the ranks. Since, in the near future, only those teachers who are fitted and trained for their profession will be able to secure good positions, we have felt the necessity of providing for this condition, and have therefore established and fully equipped a department which cannot fail to meet the most rigid demands. See pages 36 to 39.

FACULTY FOR 1906-'07.

The only changes in the teaching force of the school for the session of 1906-'07 from that of 1905-'06 are the following:

Mrs. Haworth resigns from the head of the Voice Division of the Music Department and will be succeeded by a gentleman if one can be found to suit. The principal is in the east at the time of the completion of this catalogue negotiating for a successor to Mrs. Haworth.

Some changes will be made in the assistants to Miss Crumrine, Piano Division, Miss Sharp having decided to complete her studies next year.

There is one change in the Model School teaching force and only one.

Miss Dainty Craig, assistant in the Art Department, resigns and is succeeded by Miss Daisy Tench, of Virginia.

GROWTH OF THE SCHOOL.

The growth of the school during the session of 1905-'06 exceeded every expectation. This growth was not confined to numbers simply, although in that respect it was unprecedented, having run close to the 1,000 mark; but the field of influence of the school has now extended to practically every county in the state, and to a number of other states, including in its patronage many of the best citizens of the territory covered.

The growth has been very marked, also in the literary, social, religious, professional, and academic features of the school. The "school spirit," the "class spirit," the spirit of loyalty and good fellowship, the educational spirit, have developed till each can be relied upon as a factor that will contribute to the larger life and wider sphere of usefulness to which Marshall College is destined to attain in the near future.

COLLEGE HALL.

The ladies' dormitory, known as "College Hall," has long since failed to meet boarding requirements for the ladies of the school. Attention will be directed especially to the dormitory needs of the school for the next few years. Meantime, young ladies wishing room in College Hall for all or any part of the session of 1906-'07 should engage (and "engage" means to pay for) room at once, for nothing like the number of calls for rooms that come to us each year can be accommodated. "First Paid, First Served" is the only rule we can adopt. See pages 76 to 89 for details about board in College Hall.

A BIT OF MARSHALL HISTORY UNEARTHED BY HON. VIRGIL

A. LEWIS JUST AS WE GO TO PRESS.

MARSHALL COLLEGE SIXTY-TWO YEARS AGO.

The following Editorial is copied from the "Kanawha Republican" of May 21, 1844, published at Charleston, Va.—now West Virginia.

"We availed ourselves of the opportunity, while in the vicinity a few days ago, to visit Marshall Academy. It is most delightfully situated near the bank of the Ohio, about two miles below Guyandotte. The building is brick, and is a good one, occupying a beautiful eminence in a grove of luxuriant forest trees, passed by the turnpike leading from Guyandotte to Sandy. The summer session had just commenced. There were already in attendance more than thirty scholars, male and female—and a more interesting company of youth we have never seen—their countenances beaming with intellect and the ardent desire for the acquisition of knowledge. Of the qualification of the Principal to train the youthful mind to learning and virtue, the communication above [that following this] we doubt not, does no more than justice. The citizens of that portion of Cabell have in this institution a treasure, which they should appreciate and cherish, all of not less value than their luxuriant, fertile and productive farms. They are amply able, and we hope they have the correct view of the infinite importance of rightly educating the rising generation, and the proper public spirit not only to sustain this school but greatly to extend its usefulness."

In the same Paper is a communication signed "B," who writes as follows, of Marshall Academy—now Marshall College:

MARSHALL ACADEMY.

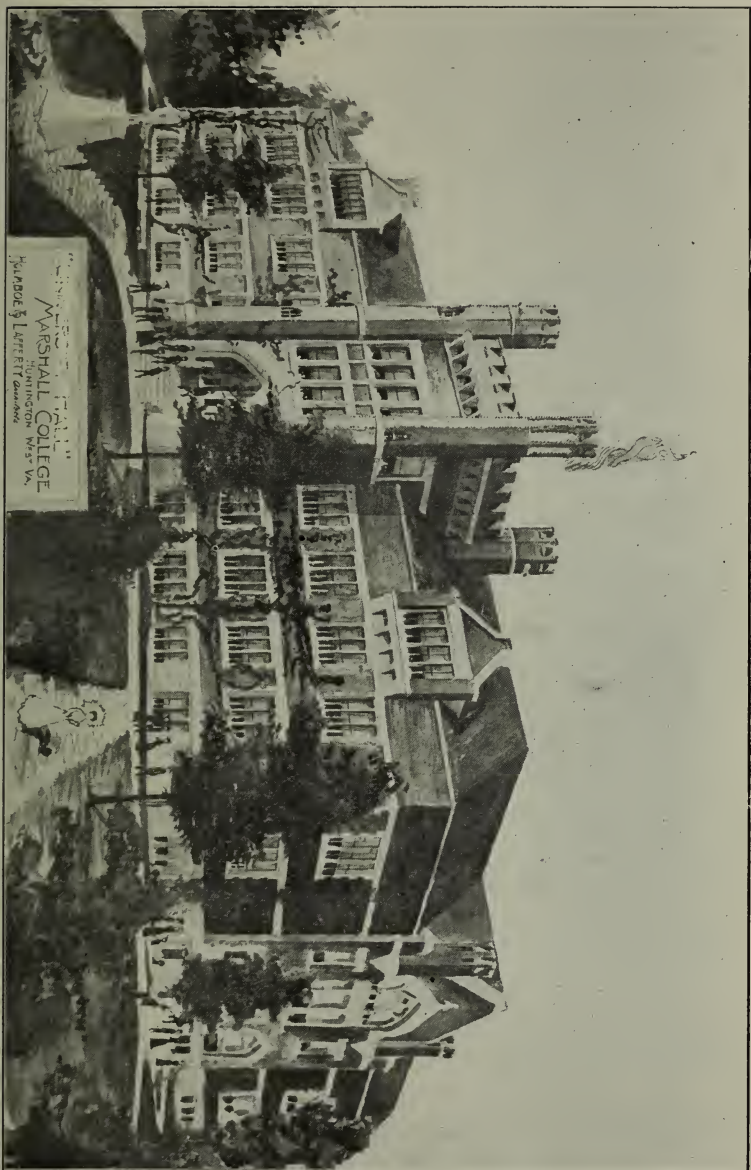
This institution (a short distance below Guyandotte, Cabell Co.), has been sustained for several years past. It has been under the government of several able teachers, but the late examination of the students by the Principal and board of trustees has established the high qualifications of the Rev. J. B. Poage, the Principal, as efficient as ever had the government of that Academy. A large school was examined upon the courses of studies they had pursued for the last session; and in all the branches of a common English course of instruction, Latin, and several branches of mathematics and vocal music, they evidenced an acquaintance and familiarity that could alone be produced by a thorough application, aided by one capable of giving instruction. It is worthy of remark, that Mr. Poage employs a short time each day instructing his school in singing. No man could be

better qualified, as was shown from the rendition of appropriate pieces that were sung during the day—and as we otherwise see, by the improvement in church music when he attends Divine Service at the Academy.

The exercises of the evening were closed by an interesting address from the Rev. Mr. Case of Kentucky, worthy of the man and the occasion.

The school is unquestionably the cheapest of the kind in the West of Virginia, in a healthy moral neighborhood; and the course of instruction for preparing young men for entering college, or completing a useful education, is very superior, and therefore worthy of the public patronage.”

“B.”



NEW BUILDING—SIXTEENTH STREET FRONT

PART II.

LEADING FACTS OF THE SCHOOL'S HISTORY.

1. Established in 1837.
2. First name, "Marshall Academy."
3. Named for Chief Justice John Marshall of the Supreme Court of the United States.
4. First building erected on the site of the east wing of the present dormitory.
5. Changed from an academy to a college in 1858, and the name changed accordingly from "Marshall Academy" to "Marshall College."
6. Made the "State Normal School" of West Virginia in 1867, the name "Marhall College" being retained by legislative enactment.
7. Five branch schools to "Marshall College" established between the years 1867 and 1871 at Fairmont, Shepherdstown, Concord Church (now Athens), West Liberty, and Glenville.
8. Constitutional amendment passed in 1871 prohibiting the establishing of any more "branch" normals.
9. A new \$38,000 building, erected in 1874, which, completely overhauled and remodeled in 1899, constitutes the west wing of the present dormitory.
10. A second building, \$27,000, erected in 1895.
11. A third building erected in 1897,—the east wing of the present dormitory.
12. A fourth building erected in 1899.
13. A fifth building, under process of construction at this writing, May, 1906, to be ready for occupancy this summer—1906.
14. Nucleus of a model school organized and placed under the instruction of Miss Mabel Brown in 1897, but discontinued in 1899 owing to lack of funds.

15. Model and teachers training school organized and placed under the superintendence of Miss Anna Cummings, January, 1902.

RECENTLY FOUND.

We are indebted to Hon. Virgil A. Lewis for unearthing, a few weeks ago, the following bits of Marshall College history:

(Copied from the "Kanawha Valley Star" of Nov. 11, 1856.)

"MARSHALL ACADEMY."

"Turning aside from the din of politics, we would take occasion to call the attention of those who are interested in the subject of education, to the excellent institution whose name heads this Article. It is situated in a pleasant neighborhood, of easy access, on the Ohio river, two miles below the pleasant town of Guyandotte, Cabell Co., Virginia.

"It has been in operation for some dozen years or more, and in that short period very many of its scholars have become prominent and leading men in the learned professions of law, physics, and divinity; and many of them have risen to high official stations, civil and military, not only in Virginia, but also in other States of the Union. Indeed, it is doubtful whether there is now an Institution in the State, that, in so short a time has sent forth so large a proportion of leading men.

"So much for the past of its short history. Its future is still more promising. During the last Session there were nearly a hundred students in attendance; and the high character won for the school, by Mr. Boyers, the admirable and estimable teacher, at its head, is a harbinger of still greater success and usefulness.

"The trustees, Messrs. John Laidley, F. G. L. Beuhring, P. C. Buffington, Dr. G. Ricketts, and others are gentlemen whose names give character and currency to whatever they may be connected with. The Institution is further under the supervision and control of the Southern Methodist Conference of Western Virginia. This gives assurance that a moral and religious influence will breathe around it.

"Should any apprehend that sectarianism might, therefore, be inculcated, their fears will be quieted by the consideration of the fact, that while the Institution is under the control of the Methodist Conference, the principal of the Academy is a Presbyterian, thus showing a liberality of sentiment worthy of Christianity, and a prudence and propriety on the part of those connected with the Institution, highly creditable to these different branches of the Church.

"Marshall Academy has many advantages, and it offers strong inducements to the Public for its patronage.

"The course of study, the rules and regulations, the privileges of the library and literary and debating societies, the price of food and tuition and such like, can be seen by reference to the printed Catalogue for 1856, or by addressing the Principal. The next Session begins in November."

(An Editorial in Kanawha Valley Star, Nov. 11, 1856. Copied in State Department of Archives and History, by Virgil A. Lewis, May 8, 1906.)

**"MARSHALL ACADEMY" BECAME "MARSHALL COLLEGE" IN
1853.**

The following clipping refers to the issuing of the first catalogue under the new name of the institution:

**THE FIRST ANNUAL CATALOGUE OF
MARSHALL COLLEGE.**

NOTICE FROM "KANAWHA VALLEY STAR," OF SEPT. 6, 1859.

"The First Annual Catalogue of Marshall College, Cabell County, Virginia for the Collegiate Session of 1859-60, printed at the 'Southern Methodist Itinerant Book and Job Office,' has been laid upon our table, from which we see that the first Session of this Institution was to have been opened on the 22nd of August, 1859, and continue ten months—The Session will be divided into two terms of twenty weeks each.

"The expenses for tuition are very reasonable, the location a beautiful one, and the faculty unsurpassed in Western Virginia."

PART III.

GOVERNMENT.

STATE BOARD OF REGENTS.

TENURE OF OFFICE:—Marshall College, the state normal school of West Virginia, and its five branches, are under the general supervision and control of a state board of regents, six in number, of which board the state superintendent of schools is, ex-officio, president and active member, thus making a board of seven members. This board is appointed by the governor of the state for a period of four years, the terms of three of them expiring every two years, thus practically assuring three experienced members on the board all the time.

The office of state superintendent of schools is an elective one, hence the president of the normal board is an elective officer, his election occurring at each regular quadrennial state election.

POLITICAL COMPLEXION:—Politically the board is composed of four members and the state superintendent, selected from the dominant political party, and two from the minority party. The terms of two members of the dominant and one of the minority party expire every second year, thus leaving at least one experienced member of the minority and two of the majority party on the board all the time. At the present time in West Virginia the board stands, therefore, five Republicans and two Democrats.

OFFICERS:—The officers of the state board are president and secretary. As stated above, the state superintendent of schools is, ex-officio, president; the secretary is chosen by the board from among their number.

DUTIES:—Briefly put, the duties of the board of regents consist of the following:

1. To decide upon the number of teachers, appoint them, remove same for cause, and fix salaries.
2. To provide courses of study (or approve same when submitted by the principals), select text books (or approve same when selected by the principals).
3. To adopt by-laws, rules, and regulations for the government of the schools.
4. To appoint an executive board for the normal school and one for each of its branches.
5. To perform all other duties necessary for the government, progress and development of these schools.

COMRENSATION:—The sum of \$1,500 is appropriated for the annual expenses, traveling and per diem, of the regents, and the secretary is allowed \$200 additional to his traveling and per diem expenses. All or a part of the regents attend the annual commencements of the normal school and its branches.

EXECUTIVE BOARD.

The law prescribes that the state board of regents "shall appoint three intelligent and disinterested persons, residents of the county in which the school is located, who shall constitute an executive committee for the care and immediate management and control of said schools, subject to the rules and regulations prescribed by the board of regents."

It is the duty of these committees to make reports from time to time concerning "the condition, workings, and prospects of said schools," and "to do and perform such other duties in relation thereto as the regents may prescribe."

THE FACULTY.

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises, which cases have been remarkably few in many years at Marshall College, practically nil for a quarter of a century.

Aside from the fixing of salaries, the employing and removing of teachers, and the fiscal affairs of the normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary. Indeed this is so much the case at Marshall College that we should feel humiliated were we compelled to be making frequent appeals to higher authority, thus not only troubling

them but confessing our inability to cope with the situation within the limits of the authority vested in us as a faculty.

Government at Marshall College may be said, without semblance of boast or approach to exaggeration, to be reduced almost wholly to self-government on the part of the student body; this is facilitated by the appointment of various standing committees, some selected exclusively from the faculty, some exclusively from the student body, and some from both the student body and the faculty, the number, and the nature of the duties of which, will be found under the head of "Standing Committees," see "table of contents" in the front of this book.

It is a pleasure to record in this connection that it is matter of almost universal comment among strangers and friends alike, that the students of Marshall College are noted for their courtesy to strangers, fellow students and faculty, their respect for authority, and their thoughtfulness for their own good name and that of their school.

Suspensions seldom, very seldom occur, expulsions rarely, and when they do, no cymbals are sounded, no public proclamations are made, and no red flag is hung out to notify the school and the public, stir up public comment, and add unnecessary, if not criminal, humiliation to the expelled and his or her parents and friends. Usually such things are done without the knowledge of any one, at the time, except the principal and the expelled one, and only by degrees do the facts come to the notice of the school, sometimes not at all.

We have but little sympathy with that theory of punishment in school life that has for one of its main objects the deterring of others. Both law and reason, to say naught of charity and humanity, should be satisfied with simple justice to the offender, especially if he or she be young and unhardened to crime, hence worthy of every possible effort to redeem him and to make him useful.

PART IV.

ADMISSION.

AGE:—The following are the age requirements for admission to the different departments of the school:

Art Department,—no age limit.

Oratory Department,—no age limit.

Music Department,—no age limit.

Model Department,—from 5 years up.

Normal and Academic Departments,—males from 14 years up, females from 13 years up.

Professional Department;—juniors and seniors taking the normal course, those in the most advanced year of the Teachers Preparatory Course, and those outside these classes who have already taught or are mature enough to intelligently grasp the work and expect to teach.

RECOMMENDATION:—Every student who wishes to enter any department of the school must first present to the Principal a letter of recommendation for good moral character, reasonably studious habits, at least ordinary intelligence, and willingness to comply with all regulations of the school. This letter must be written by some honorable and influential citizen not related to the applicant for admission. The name of the writer is entered on the records of the school as the one who vouches for the applicant. Said writer will be duly and promptly notified in case the student recommended fail to verify by his habits here, or by his intelligence, the correctness of the assurances set forth in the recommendation.

CREDITS FOR WORK DONE ELSEWHERE:—Credit is given for work done in any school of recognized standing and known thoroughness in the work it requires. The number and extent of these credits of course depends on the course of study in said school, the teachers under whom the work was done, and whether it covers the requirements here. The text book used and especially the school and education and experience of the teacher under whom the work was done

are the items of importance to us when allowing credits. Correspondence beforehand is always the safer plan for the applicant for credits to adopt. Write the Principal of this school direct.

Those holding **No. one** county certificates issued under the new law, also any experienced teacher holding a **No. one** certificate or its equivalent, will receive credits on the following subjects, provided he has made 90 per cent or above on these subjects, and provided further that his work as student here indicates that his scholarship is of such proficiency as will justify our giving these credits, and provided finally, that our "Parallel Readings" requirements be complied with:

1. Written Arithmetic.
2. Mental Arithmetic.
3. Geography.
4. U. S. History.
5. General History.
6. Penmanship.
7. Bookkeeping.
8. Physiology.
9. Orthography.

These credits merely excuse the applicant from pursuing these subjects here in school, but do not excuse him from the final examinations on Written Arithmetic, Mental Arithmetic, Geography, U. S. History, English Grammar, and Orthography, nor do they excuse him from the required readings on Geography and U. S. History, see "Parallel Readings" on the pages following. Final examinations are required only of those who are candidates for graduation, but "Parallel Readings" apply to all who ask for credits whether they graduate or not.

Credits will not be given on Greek history, Roman history, and English history, unless these subjects have been completed in a good school, under a good teacher of history, in separate text books. The work on these subjects in General history will not be accepted as work on Greek, Roman, and English history. Our students are required to take texts on Greek, Roman, and English history.

Credits will be given on any other subject in the normal or academic course whenever the applicant for credits can produce a written statement from a school whose work can be approved. Blanks are furnished applicants, who may send them to the schools where the work was done, for filling out and signature. On receiving credits, entry is made on our grade book stating where the accredited work was done, so that, in case the applicant afterward prove deficient in the subjects on which credits have been given, we may discontinue that school as an accredited one, or refer the one who discovers the imperfection to the records to show that the work was not done here.

No student, however, no matter how many credits he may have, is permitted to graduate without having spent **one full year** at this school, except by special permission of the state board, and this must be his **junior** or **senior** year.

The "Final Examinations" in written arithmetic, mental arithmetic, geography, U. S. history, English grammar and orthography referred to a few paragraphs above are by no means severe, except the one in orthography (which is not a mere pastime). They are



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brief, simple, straightforward, having in view merely the finding out whether we could recommend those taking them, should occasion arise, for positions of any kind, or to some higher institution. No attempt is made to embarrass the applicant. If, however, the results of these very simple examinations show that any applicant for senior honors is seriously lacking in the fundamentals of these subjects, some additional work may be required; this would depend on how serious the lack of knowledge on these subjects proved to be.

FEES:—The only fee required of West Virginia students for entering the Normal and Academic departments is the "Enrollment Fee," \$2.00 per term, which is payable at the opening of each term, fall, winter, and spring, and is never refunded, no matter how short a time the student may remain in school. This fee is always payable in advance and should be brought when the student presents himself for enrollment, as it is the receipt for this fee which must be presented to the teacher before the student can enter his classes.

The fee for the summer term in the Normal and Academic department is \$5.00, payable in advance, and not returnable except in case of continued and severe illness. The reason the fee for the summer term is more than the fees for the other terms is because the instructors who have charge of the summer term are not salaried for that term by the state, hence receive no remuneration for their services except from this fee.

The fee for entrance to the Model department is the same, \$2.00, and is payable at the same time, in the same way, and under the same conditions, as the fee for the Normal and Academic department.

The fees for entrance to the Normal and Academic, and to the Model department, for the fall, winter, and spring terms, go to help defray the current incidental expenses of the school, while the \$5.00 fees payable at the opening of the summer term go to pay the teachers for that term, they having no other source of remuneration for said term, as stated above.

Students from other states who wish to enter the Normal and Academic department for the fall, winter, and spring terms, pay, in addition to the "enrollment fee" (\$2.00 per term) a "tuition fee" of \$6.00 per term, thus making their total fees for these three terms \$8.00 per term; but they are admitted to the summer term on exactly the same basis as students from West Virginia, \$5.00.

For the amount of the fees in the departments of Art, Oratory, and Music, see Parts.

PART V.

THE NORMAL DEPARTMENT.

This department includes:

1. THE MODEL SCHOOL.
2. THE TRAINING WORK.
3. SCHOOL VISITING.
4. SIGHT READING IN MUSIC.
5. DRAWING AND COLOR WORK.
6. SPECIAL LECTURES.
7. ORTHOGRAPHY.
8. THE SEMINARIES.
9. THE NORMAL COURSE.

THE MODEL SCHOOL.

At a special meeting of the regents in December, 1901, it was voted to open a training department, in connection with the work of the Marshall College Normal School.

On January 1st, Miss Anna Cummings, was called from Stanford University, California, to organize and take charge of this department.

For the remainder of that year the time was spent in arranging for additional Normal classes and in laying the foundation for the work of the coming year. A seminary in pedagogy was organized at once, a full description of which will be found under the heading of Normal course.

Classes were also provided for in child study and educational psychology.

In Sept., 1902, the first Model class was organized. Thirteen children met in the class room of the superintendent, and under her direction actual work commenced.

No attempt was made at a classified school as there was no provision for larger numbers or division into grades.

In addition to the pedagogy seminary a similar one in current

history was started, attendance upon which was required from all members of the senior class, Academic as well as Normal.

The Normal curriculum now included, beside the branches required previous to 1901, courses in Biblical History, Moral Education of Children, Child Study, Educational Psychology, and two Seminaries..

In addition, all normal students were required to visit, during the year, at least ten outside schools, for observation work, and ten classes in the preparatory department of the college.

In September, 1903, application from parents became so urgent that two rooms were opened in the model school, with twenty-two children in attendance and two regular teachers in charge. All Normal seniors were required to assist in the department for at least one period a day, during one term, under the direction of the superintendent, whose time, while the children were in school, was given to this supervision. The other Normal work was continued as usual.

In 1904, a third room was opened and three regular teachers were installed, with a partial grading of the children.

During the last school year we have had a fully graded Model school, occupying four attractive rooms.

As nearly as has been practicable, the number of children has been limited to sixteen in a room. This has been done, in spite of constant application on the part of the parents, because we believe that this limitation is for the good of the department.

With small numbers, plenty of room and air, and a chance for individual attention on the part of the teachers, the children have every advantage, while these conditions facilitate also the work of training the student teachers.

The model rooms are papered and are furnished with a full equipment in the line of pictures, globes, dictionaries and other school helps.

A choice library of childrens' books is an additional attraction. Each room is in the charge of a carefully chosen teacher, who has had successful experience elsewhere, and who has been trained under the superintendent. These teachers have care of the rooms and are responsible for the order and standard of work.

During the hours of the children, from a quarter before nine until half past twelve, the time of the superintendent is given to the supervision of the work, and to the training of the pupil teachers. Unless these teachers have already had successful experience they are obliged to give, for a full year, one period a day to the work. At least a term's teaching is required of every one, and many give a large amount of extra time for the sake of the experience. The first work of the young teacher is often limited to observation in the different rooms of the department; when they prove competent they are allowed to help in carrying on the childrens' classes. Sometimes these classes are broken into groups, which meet in the superin-

tendent's room, and special help is given to individuals, as it may be needed. In this way the children have the advantage of personal assistance while the teachers, at the same time, gain in experience.

All the grades are carried, so that children can enter at five years of age and continue the work, without break, until they are ready for entrance to the college. The full program and discussion of the subjects carried by the Model School will be found following this section.

OUTLINE OF THE WORK IN THE MODEL SCHOOL.

READING.

The work in reading commences with word and sentence building. The first lessons are given in script from the board, with concrete illustrations of the meaning of the words, then the child passes by gradual transition to the reading book. The text used through the first six years is Arnold and Gilbert's *Stepping Stones to Literature*. Constant attention is given to sight and silent reading throughout the grades. Supplementary Material is gathered from all sources, from myth, fable and folk-lore, geography, history and the best classics. Much emphasis is placed upon committing poems and memory gems from the choicest authors.

ENGLISH.

It is being surely proved by our own experience in this country and by the just criticism of visiting foreigners that no subject in our school is so neglected or so abused in the teaching as that of English. Because of this conviction, practice in English is given a most important place in the curriculum.

First of all, because most necessary, every ungrammatical expression used by the children is noted by the teacher and the mistake corrected, regardless of the time consumed. In this way the early habit of speaking correct English is formed and the proper foundation laid for later training. Original sentence work commences with the second year and original composition with the third year. Every effort is made to encourage the expression of thought, first orally and then in writing. Stories, poems and descriptions are reproduced, varied by simple exercises in the construction of sentences. Every composition and exercise written is carefully reviewed by the teacher and then corrected by the pupils themselves. All examination papers are treated in the same manner thus making them an exercise in English as well as a test of scholarship.

When the first text book is used, in the fifth year, it is still supplemented by original work, designed to develop thought and its

expression. Patrick's Lessons in Language is the first book used and this is followed by Buehler's Grammar in the sixth and seventh years and by Patrick's Grammar in the eighth year. From the first a combination is made with the drawing lessons, whereby the children do their own illustrating. This is varied by pictures cut from periodicals, only those pictures being used which are copies from the best in art. This union of the drawing and English, resulting in really artistic compositions, adds greatly to the interest in the lessons and serves as an inducement to the best effort.

ORTHOGRAPHY.

Practice in spelling supplements the reading of the first year and is a daily exercise throughout all the grades, not only in connection with the reading and English but also by means of separate lessons. The simplest sounds of the letters are learned during the first year, and exercises in phonics and the marking of quantity form a part of the regular lessons.

Recitations are both oral and written and include the spelling of geographical and historical names. The first written work is made a part of the writing exercise upon especially prepared paper. After the first year The Modern Spelling Book is introduced and used throughout the grades.

WRITING.

The vertical slant system of writing is used. During the first two years all English work is done upon paper especially ruled for the purpose, in order that regular habits in penmanship may be formed from the beginning.

Much objection is made to any system of handwriting which does not vary among adults.

This system, while it insures a certain uniformity, until the child has learned to properly estimate the relations between spaces and the letters occupying them, does not prevent the development of an individual hand later.

ARITHMETIC.

The number work of the first year is largely objective, that of the second and third years includes practice in the fundamental rules, the multiplication table, the tables of weights and measures and problems especially designed to cultivate thought power. It is believed that mental exercises cannot be introduced too early. The subject of weights and measures is concretely presented by means of a full

cabinet, containing measures and scales, so that the pupils can actually test the tables for themselves.

Every good device known is available for the number work and by this means it is prevented from becoming monotonous and tedious.

Ray's Elementary Arithmetic is used throughout the fourth and fifth year but this book furnishes only a basis for supplementary exercises taken from the newest and best texts of the day. In the sixth and seventh years Milne's School Arithmetic is used and in the eighth arithmetic is reviewed. Supplementary problems and Mental drill continue throughout the course.

MODERN LANGUAGE.

We have undertaken to give children in the model school one modern language because we believe that in childhood, when the verbal memory is strongest, languages are most easily acquired. It is a matter of observation that a child taken abroad by his parents for the purpose of learning a foreign tongue will speak it fluently before the parents have mastered the irregular verbs.

We do not aspire to have the children speak French fluently, since they can have only one period each day for this work, and since they do not hear the language spoken outside the class room, but we have succeeded in a large measure with those who have been with us longest in teaching them to write, to translate and to pronounce the French language. We consider the practical value and the cultural value of this knowledge to be great enough to justify the time bestowed upon it.

ELEMENTARY SCIENCE.

The work in elementary science includes nature study for all grades, health talks, simple physiology and hygiene.

For the little ones Anna Thomas' First School Year is the basis of the lessons. With the older ones the best books are read and discussed and all the children are encouraged to watch and investigate animal life as they see it around them. During the first three years the course in drawing is based on the nature study and both correlate with the English. The drawings of the children are used to illustrate their compositions and the ideas which are developed by pencil and crayon are gained largely from the observation of animals, fruits and plant life. This is supplemented by stories, pictures and descriptions.

Elementary talks are given in physiology and hygiene, intended to prepare the way for the test later.

DRAWING.

The purpose of drawing in this department is fourfold, viz:

- 1st. To awaken interest.
- 2nd. To stimulate observation.
- 3rd. To develop memory.
- 4th. To cultivate expression.

All children are interested in drawing and this interest is deepened by fixing their attention upon the common things with which they come in contact; they thus develop a keen and unerring observation of created things with reference to form, color, action, feeling, weight, effect and source.

When they have observed these facts for themselves they next proceed to give expression to their knowledge, and this process (drawing) compels perception, conception, observation and reflection; it also develops imagination, judgment and reason.

The work in the first three grades is based upon and correlates with nature study and English and includes memory and imaginative drawing. In the higher grades the same work is carried to a greater degree of perfection with the addition of map-drawing, the study of color and of natural and artificial objects.

MUSIC.

Song-singing, when properly related to sight-reading, is of greater value in the musical development of the child than the study of technique alone. While technique is abstract and beyond the comprehension of children, songs are to them realities, attractive and interesting. The study of songs alone, however, cannot bring about necessary growth in musical understanding. We recognize the importance of thorough drill in the elements of music and in sight singing. Hence, the combination of simple melodies with interval practice and sight-reading is followed throughout the course.

GEOGRAPHY.

Lessons in geography commence in the second year. A fine globe, suspended from the ceiling by a weight, gives the children their first ideas of the shape of the earth, the zones, the continents and main bodies of water with other forms. As soon as they are in possession of a few fundamental facts, such as those of direction, distance, the shape and motions of the earth, changes in climate and the forms of land and water, they are taken on an imaginary journey around the globe.

Everything is made as realistic as possible; pictures are used in profusion, descriptions of places and people are read or presented

orally, and an earnest effort is made to develop and fasten the idea that the study of geography primarily means the study of real places and real people.

The history and English of the second year are united with the geography. A visit to Rome, for example, furnishes a chance to tell the story of Horatius at the Bridge and to read the poem. Then the story is reproduced as a part of an English exercise.

All through the course the geography, history and English are made to correlate. Frequent stories and descriptions familiarize the pupils with the habits and customs of the peoples of the different countries.

No maps are used until the fourth year, but a large sand table furnishes abundant chance for concrete illustration of the surface of the earth.

Rand and McNally's elementary geography is studied in the fourth and fifth years, supplemented by outside readings, pictures and descriptions. In the sixth and seventh years Mitchell's Geography is used. Chalk modeling is introduced with the first map drawing and large dissected maps of all the countries supplement text and globe.

Until the sixth year history and geography alternate with each other.

The eighth year pupils have the opportunity for rapid review of Mitchell's Geography.

HISTORY.

As has been noted, the history of the second and the third year correlates with English and geography. Biography, story and description, read, written and illustrated, hold the interest and prepare the way for the text. In the fourth and fifth years Montgomery's Elementary History is used, with outside readings. In all cases, when a text is furnished, fully half of the recitation period is spent in reading over and discussing the next day's lesson. The recitation proper is considered of less importance than the preparation of the lesson.

In the sixth and seventh years Montgomery's History is studied and in the eighth year the work is reviewed, if needed. Tests are frequent and every test is made also an exercise in English.

MANNERS AND MORALS.

It is believed that the simple lessons growing out of the daily experiences of child life accomplish more than any set instruction in morals, and constant effort is made to help the children understand that truly polite manners spring only from a pure and unselfish heart. The everyday life of a school furnishes abundant opportunity for developing the spirit of the golden rule and the culture which is the result of that spirit rather than of any outside effort.



FIRST YEAR.

Reading by Word and Sentence Building	Objective Number Work	Elementary Spelling and Phonics	Beginning English	Writing Vertical Slant	French Conversation	Nature Study and Health Talks	Drawing based on Nature Study	Elements of Music and Sight Reading	
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SECOND YEAR.

Reading	Numbers Problems and Tables	Spelling and Phonics	Elementary English	Writing	French Conversation and Translation	Nature Study and Elementary Physiology	Drawing based on Nature Study	Elements of Music and Sight Reading	History Stories and Descriptions
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THIRD YEAR.

Reading	Numbers Problems and Tables	Spelling and Phonics	English Exercises and Composition	Writing	French	Elementary Science	Drawing based on Nature study	Sight Reading in Music and Song	History stories and Descriptions
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FOURTH YEAR

Reading	Elementary Arithmetic	Orthography	English Exercises and Composition	Writing	French	Elementary Science	Drawing	Music	Elementary U. S. History
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FIFTH YEAR.

Reading	Elementary Arithmetic	Orthography	English Exercises and Composition	Writing	French	Elementary Science	Drawing	Music	Elementary U. S. History
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SIXTH YEAR.

Reading	Arithmetic	Orthography	English Grammar and Composition	Writing	French	Elementary Science	Drawing including Map Drawing	Music	U. S. History
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Geography

TEACHERS IN THE MODEL DEPARTMENT.

1903-'04.

Miss Aura Stevens

Miss Ella Turner

1904-'05.

Miss Flora Pope

Miss Sallie Humphries

Miss Aura Stevens

Miss Dainty Craig

1905-'06.

Miss Virgie Johnson

Miss Minnie Ogden

Miss Elizabeth Ferguson

Miss Eva Hieronimus

Miss Dainty Craig

MODEL PUPILS.

1902-'03.

Andrews, Ralph

Myers, Doris

Burns, Frances

Newman, Ford

Chambers, Guy

Northcott, Amizetta

Fitzgerald, Lawrence

Northcott, Andrew

Guthrie, Kathleen

Nye, Gordon

Henson, Jessie

Walton, Ethel

Wilson, Clara

1903-'04.

Andrews, Ralph

Miller, Sallie

Childers, Ester

Myers, Doris

Doolittle, Mac

Newman, Ford

Guthrie, Kathleen

Northcott, Andrew

Hagan, Hugh

Roberts, Hazel

Henson, Jessie

Roberts, Garland

Leftwich, Ruby

Sikes, Minnie

LeSage, Frank

Walton, Ethel

LeSage, Lucile

Walton, Porter

LeSage, Ruth

Williamson, Mary

McVay, Hilda

Yates, Annie

1904-'05.

Andrews, Ralph

McVay, Hilda

Bagby, Helen
 Corwine, Marie
 Cox, Thelma
 Doolittle, Jean
 Doolittle, Mac
 Fitzgerald, Lawrence
 Guthrie, Kathleen
 Henson, Jessie
 Jenkins, Emma
 Jones, Macon
 Jones, Selden
 Leftwich, Ruby
 LeSage, Dovel
 LeSage, Frank
 LeSage, Josephine
 LeSage, Lucile
 LeSage, Ruth
 Myers, Doris

Yates, Annie

Newman, Ford
 Northcott, Andrew
 Roberts, Hazel
 Roberts, Garland
 Robertson, Gertrude
 Sikes, Minnie
 Sikes, Walter
 Simms, Earle
 Smith, Flora
 Stevens, Alleene
 Thornburg, Irving
 Tomkies, Douglas
 Vickers, Leonard
 Walton, Ethel
 Walton, Porter
 Weider, Alice
 Wilson, Lewis
 Williamson, Mary

1905-'06.

Andrews, Ralph
 Boig, Eleanor
 Bagby, Helen
 Branthoover, Virginia
 Carter, Dayton
 Carter, Thelma
 Caughey, Mary Lapsley
 Cavendish, Marguerite
 Cavendish, Virginia
 Cleveland, Marion
 Corwine, Marie
 Cox, Thelma
 Crum, Maude
 Doolittle, Jean
 Doolittle, Mac
 Emmons, Carlton
 Erskine, Lillian
 Ferguson, Clarence
 Ferguson, Kathleen
 Fitzgerald, Lawrence
 Ford, Margaret
 Gautier, Kathleen
 Germer, Charles
 Gregory, Jean

MacDonald, Donald
 Mason, Frances
 Mason, Robert
 Mathews, Robert Peebles
 McVay, Hilda
 Morrison, Ernest
 Morrow, George
 Myers, Doris
 Newman, Ford
 Northcott, Andrew
 O'Hanlon, Donna
 Reid, Bessie
 Reid, Leroy
 Riffe, Lucile
 Robertson, Gertrude
 Roberts, Garland
 Roberts, Hazel
 Roberts, Thelma
 Sample, Dixie
 Sanborn, Audrey
 Sanborn, Mary
 Simms, Earle
 Smith, Flora
 Stevens, Alleene

Henson, Jessie
 Holliday, Mary L.
 Jenkins, Emma
 Jones, Macon
 Jones, Selden
 Leftwich, Ruby
 Lemley, Edith
 LeSage, Dovel
 LeSage, Frank
 LeSage, Josephine
 LeSage, Lucile
 LeSage, Ruth
 Love, Paul

Thornburg, Irving
 Thornburg, Josephine
 Tomkies, Douglas
 Tomkies, Tony
 Vickers, Leonard
 Walton, Ethel
 Walton, Porter
 Weider, Alice
 Whittaker, Elizabeth
 Williamson, Nora
 Williamson, Mary
 Williamson, Vickers
 Wilson, Louis

Yates, Annie

THE TRAINING SCHOOL.

The purpose and work of the Model School has already been referred to under its own head. The school was founded for the purpose of adding practical training to the theoretical knowledge gained in class, and the results as seen in the teachers sent out from Marshall College, after such training, have fully justified its establishment. Nothing, in our estimation, takes the place of actual contact with the children. This experience, combined with the advantages gained from the direction and suggestions of the superintendent during the progress of the work, is sure to result in greatly increased skill and efficiency on the part of the young teacher.

SCHOOL VISITING.—All members of the Normal senior class are required to visit at least ten schools outside of our own, during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits are also required in the preparatory department of our own school and a report of these visits is submitted.

SIGHT READING IN MUSIC.—The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have a clear idea of tone perception, must know something of the principles of deep breathing and of breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching

which he is able to put into practice in the training of children, and must therefore be able to read simple music at sight.

DRAWING AND COLOR WORK.—The work under this head includes,—

1. Drawing of natural and artificial forms in the flat and from the object.
2. Illustrative drawing.
3. An understanding of color, color mixing and the matching of tones in art and nature.
4. Clay modeling of natural and artificial forms.

The requirements are:

1. A thorough understanding of the principles of drawing.
2. Knowledge of the theory of color.
3. Ability to care for and manipulate clay.
4. The power to present the subject in its various phases to grade pupils.

SPECIAL LECTURES.—These are divided into two classes; those purely of an academic nature and those on professional subjects. The speakers are invited by the principal and the subject named by him, on which the lectures are to be delivered, for he, after consulting with the superintendent of the training department, knows best the kind of lectures needed most. This prevents haphazardness and overdoing some themes at the expense of neglected ones.

The list of parallel readings bearing on the professional studies will be found in the booklet printed for the students and containing lists of parallel readings on all subjects in all the courses.

ORTHOGRAPHY.—In Orthography the requirements are:

1. Ability to pass the final test on spelling,—100 words selected from a list of 1,000.
2. Ability to pronounce, by the use of Webster's diacritics, 80 out of 100 words selected from the vocabulary of the man of average culture and education.
3. Ability to define 100 words selected from a list of 1,000.
4. A fair knowledge of words in the way of word analysis, synonyms, homonyms, and antonyms, and of vowels, consonants, mutes, liquids, and phonetics.
5. An intelligent use of words in ordinary composition.

THE PEDAGOGY SEMINARY.—This seminary has to do with the pedagogical work of the class. It is held each alternate Thursday from 2 to 4 p. m., and includes, in the scope of its work, school law, school administration, school supervision, courses of study, the value

of the various studies in the course, child study, moral education, school systems, the observations made by the class in their visits to the schools of the surrounding towns, cities and rural districts under the direction of the superintendent of the "training department," and all kindred subjects deemed valuable in the education of the teacher.

The discussions are opened by some member of the class who has been assigned to the task of making out a full analysis of the subject. Copies of this analysis or syllabus are prepared by this person for all members of the seminary and are distributed at the opening of the meeting. The one appointed for making out the syllabi is required to have it done in a special form on the typewriter, and he must go through the discussion, speaking not from a prepared paper, but from the notes of the syllabus only, one object being to train the class in extemporaneous speaking. He may be interrupted by permission of the superintendent, but most of the criticisms are made after the close of the leader's discussion.

The Seminary is one of the best features of the training work, especially from the standpoint of cultivating habits of research, intelligent observation and criticism, and ease, grace and brevity in oral discussion.

THE CURRENT HISTORY SEMINARY.—The plan of the work in this seminary is similar to that done in the pedagogy seminary except that the topics discussed are not immediately concerned with the study of pedagogy, but rather with the current events of the day.

While congress is in session and during the sittings of our own state legislature, special reports are made of the doings of these bodies, also of the doings of other legislative and executive bodies in this and other countries. All matters of current history deemed of such importance that they are history-making in their nature or in their effect, are noted and discussed. These topics are assigned long enough in advance to permit those preparing papers to make proper research in periodicals, books, and other sources, so that the discussion may not only be full enough but drawn from enough sources to assure accuracy. The papers are not limited to mere current events but are expected to trace causes and connections no matter how many years or centuries may be involved.

Every syllabus is accompanied with a good bibliography so that not only may the members of the seminary verify the statements submitted but may read the details if they wish.

The Current History Seminary may well be called the medium by which the senior class is put in touch with world history in the course of its transactions, put in sympathy with the movements of the world, taught to search for the facts underlying world movements, taken out of themselves and put in touch with mankind in its broadest sense.

A thorough examination is given at the close of each year's work

on the history of the world for the 12 months preceding. This examination is made out by the principal to test the thoroughness with which the work of this department has been done.

It was expected that this seminary would induce wider and more intelligent reading and develop a wider field of observation for the seniors, and not only has this been the result attained, but the success of the work from other points of view has been very marked, indeed.

NORMAL COURSE.

PREPARATORY WORK.

Arithmetic
Eng. Grammar
Geography
U. S. History
Spelling

Arithmetic
Eng. Grammar
Geography
U. S. History
Mental Arithmetic
Spelling

Arithmetic
Eng. Grammar
Physiology
Bookkeeping
Advanced Mental Arith.
Spelling

First Year.

(Oriental
(&
(Greek History.
English
Latin
Physiography

Algebra

English
Latin
Industrial Geography

Algebra

English
Latin
Roman History

Second Year.

Algebra

(Rhetoric
English (&
(Literature
Latin
(Mediaeval
(and
(Modern History

Algebra

(Rhetoric
English (&
(Literature
Latin

English History

Algebra

(Rhetoric
English (&
(Literature
Latin
(Botany
(or
(Zoology.

Junior Year.

Geometry
English (Literature)

History of Education

(Civics
(&
(U. S. History.

Geometry
English (Literature)

Economics

Commercial Geog.

Geometry
English (Literature)

(Geology
(or
(Astronomy.
(School Sanitation
(
(Architecture, etc.

Senior Year.

Chemistry

Physics

(Biblical History
(Pedagogy
(Psychology
(School Supervision
(&
(Training Work.

Chemistry

Physics

(Pedagogy
(Psychology
(Sociology
(&
(Training Work.

(Chemistry
(or
(Trigonometry.
(Physics
(or
(Agriculture.
(Ethics
(Child Study
(Educational Psychology.
(Methods
(&
(Training Work.

PART VI.

ACADEMIC DEPARTMENT AND NOTES ON ALL THE COURSES OF STUDY.

ANCIENT LANGUAGE COURSE.

PREPARATORY WORK.

Arithmetic
Eng. Grammar
Geography
U. S. History
Spelling

Arithmetic
Eng. Grammar
Geography
U. S. History
Mental Arithmetic
Spelling

Arithmetic
Eng. Grammar
Physiology
Bookkeeping
Advanced Mental Arith.
Spelling

First Year.

(Oriental
&
Greek History
English
Latin
Physiography

Algebra
English
Latin
Industrial Geography

Algebra
English
Latin
Roman History.

Second Year.

Algebra
English (Rhetoric
&
Literature.
(Latin
(or
Greek

Algebra
English (Rhetoric
&
Literature.
(Latin
(or
Greek

Algebra
(or
(Zoology.
English (Rhetoric
&
Literature.
(Latin
(or
Greek

(Mediaeval
(&
(Modern History.

English History.

(Botany
(or
(Zoology.

Junior Year.

Geometry

Geometry

(Geometry
(or
(Geology
(or
(Astronomy.

English (Literature)

English (Literature)

English (Literature)

(French
(or
(German.

(French
(or
(German.

(French
(or
(German.

(Latin
(or
(Greek.

(Latin
(or
(Greek.

(Latin
(or
(Greek.

Senior Year.

(Physics
(or
(Chemistry

(Physics
(or
(Chemistry

(Physics
(or
(Chemistry

(French
(or
(German

(French
(or
(German

(French
(or
(German

(Latin
(or
(Greek.

(Latin
(or
(Greek.

(Latin
(or
(Greek.

Psychology

(Sociology
(or
(Psychology.

Ethics.

MODERN LANGUAGE COURSE

PREPARATORY WORK.

Arithmetic
Eng. Grammar
Geography
U. S. History
Spelling.

Arithmetic
Eng. Grammar
Geography
U. S. History
Mental Arithmetic
Spelling.

Arithmetic
Eng. Grammar
Bookkeeping
Physiology
Advanced Mental Arith.
Spelling.

First Year.

(Oriental (& (Greek History.	Algebra	Algebra
English	English	English
(Latin (or (German	(Latin (or (German	(Latin (or (German
Physiography	Industrial Geography	Roman History

Second Year.

Algebra	Algebra	Algebra
(Rhetoric English (& (Literature.	(Rhetoric English (& (Literature.	(Rhetoric English (& (Literature.
(Latin, (German (or (French.	(Latin, (German (or (French.	(Latin, (German (or (French.
(Mediaeval (& (Modern History.	English History.	(Botany (or (Zoology.

Junior Year.

Geometry English (Literature)	Geometry English (Literature)	Geometry English (Literature)
(Civics (& (U. S. History.	Economics	(Geology (or (Astronomy.
(German (or (French.	(German (or (French.	(German (or (French.

Senior Year.

(Chemistry (or (Physics.	(Chemistry (or (Physics.	(Chemistry (or (Physics.
Psychology	Sociology	Ethics.
French	French	French
German.	German.	German.

SCIENCE COURSE.

PREPARATORY WORK.

Arithmetic
Eng. Grammar
Geography
U. S. History
Spelling.

Arithmetic
Eng. Grammar
Geography
U. S. History
Mental Arithmetic
Spelling.

Arithmetic
Eng. Grammar
Physiology
Bookkeeping
Advanced Mental Arith.
Spelling.

First Year.

(Oriental
(&
(Greek History.
English
(Latin
(or
(German.
Physiography

Algebra
English
(Latin
(or
(German.
Industrial Geog.

Algebra
English
(Latin
(or
(German.
Roman History.

Second Year.

Algebra
(Mediaeval
(&
(Modern History
(Rhetoric
English (&
(Literature.
(French,
(German
(or
(Latin.

Algebra
English History
(Rhetoric
English (&
(Literature.
(French,
(German
(or
(Latin.

Algebra
(Botany
(or
(Zoology.
(Rhetoric
English (&
(Literature.
(French,
(German
(or
(Latin.

Junior Year.

Geometry
(Civics
(&
(U. S. History.
English (Literature)
(French
(or
(German.

Geometry
Economics
English (Literature)
(French
(or
(German.

Geometry
(Geology
(or
(Astronomy.
English (Literature)
(French
(or
(German.

Senior Year.

Plane Trigonometry
Chemistry

(Sociology
(or
(Spherical Trig.
Chemistry

(Ethics
(or
(Analytical Geom.
(Chemistry
(or
(Agriculture.

Physics
(French
(or
(German.

Physics
(French
(or
(German.

Physics
(French
(or
(German.

TEACHERS REVIEW COURSE OF STUDY.

SUBJECTS.	TEXT BOOKS USED.	TIME SPENT.
Arithmetic, Written ..	Any Good Book	3 months
Arithmetic, Mental	Brooks.....	3 months
Bookkeeping.....	New text to be chosen.....	3 months
Civil Government	Willoughby.....	3 months
Geography, Political	Any Good Book	3 months
Geography, Physical ...	Davis.....	3 months
Grammar*.....	(Patrick's Lessons, or (Reed & Kellogg's Higher (Lessons.)	3 months
History, United States ..	Any Good Book	3 months
History, Ancient	Any Good Book	3 months
History, Grecian	Any Good Book	3 months
History, Roman	Any Good Book	3 months
History, English	Any Good Book	3 months
Literature.....	Outlines Prepared for this	3 months
Map Drawing	No Text Required.....	3 months
Orthography	Text Prepared by the Principal.	3 months
Pennmanship	Slanting Hand	3 months
Physiology.....	Overton.....	3 months
Theory & Art of Teaching	White.....	3 months

NOTES, EXPLANATIONS, AND DETAILS CONCERNING THE COURSES OF STUDY.

A "UNIT," as used when referring to a single study, means the work in any subject for one term, (3 months), recitations coming five times per week.

If the recitations in a study come but once per week, the work in such a study covers only one-fifth unit per term, if twice per week, two-fifths unit, and so on.

The class of 1907 will graduate under the old courses of study, although they will be allowed a few substitutions if this can be done to their benefit, the principal reserving the right to say what substitutions may be made.

Under the new courses of study a student is permitted to substitute work of like grade done in any of the other courses or in another school of approved standing, to the number of three units, provided the principal approve of the substitution. But no substitution is permitted for Latin, English, algebra (except the last term of the Academic algebra) or geometry in the normal course, and no substitution for any of the professional subjects of the normal course will be permitted except with the approval of the superintendent of the model school and training department.

Because a subject is scheduled for a certain term, e. g., geology for the spring term only, does not mean that it is carried for that term only. As far as possible our students who are here the full year take each study during the term for which it is scheduled on the preceding pages; but new classes are organized at the opening of each term in a majority of all the subjects named in the several courses of study. This we find necessary at Marshall College for these reasons:

1. The large number of new students that enter at the opening of the winter and spring terms.
2. The number that can be here for but one term each year.

Orthography, English composition, and penmanship are required in all the courses when the student is found deficient in these subjects,—which means in the vast majority of cases.

Drawing and vocal music are compulsory for at least one term in the Senior Year of the Normal Course.

MATHEMATICS.

This course includes a total of 16 units:

Milne's Advanced Arithmetic	Completed
Brooks' Mental Arithmetic	Completed
Milne's Elementary Algebra	Completed

Milne's Academic Algebra	Completed
Milne's Plane, Solid and Spherical Geometry	Completed
Wentworth's Plane Trigonometry	Completed
Wentworth's Spherical Trigonometry	Completed
Analytical Geometry	Completed
Review Arithmetic	

ENGLISH.

The English course covers 12 units:

Patrick's English Grammar	Completed
Patrick's Advanced Grammar	Completed
Reed & Kelloggs' Higher English	Completed
Quackenbos's, also Lockwood and Emerson's Rhetoric	Completed
Hawthorn & Lemons' American Literature	Completed
Painter's English Literature	Completed
English Classics in connection with Grammar and Rhetoric Work	3 years
English Composition in connection with Grammar and Rhetoric	3 years
English Masterpieces and Composition	1 year
Senior and Junior Exercises	
Seminary Drill and Practice in the Art of Extemporaneous Speaking	1 year
Required Affiliation with one of the Literary Organizations of the School	2 years
Spelling, Defining, Word-Study, Word-Analysis, Diacritics, and Pronunciation	4 years

SCIENCE.

The work under this head includes:

Physiology	3 months
Physiography	3 months
Industrial Geography	3 months
Commercial Geography	3 months
Botany	3 months
Zoology	3 months
Geology	3 months
Astronomy	3 months
Chemistry	9 months
Physics	9 months
Agriculture	3 months
Sociology	3 months
Economics	3 months

School Sanitation and School Architecture	3 months
Lectures on Hygiene	3 months

HISTORY AND CIVICS.

The work in these subjects includes:

U. S. History, (Preparatory Year)	6 months
Oriental and Greek History	3 months
Roman History	3 months
Mediaeval and Modern History	3 months
English History	3 months
U. S. History and Civics	3 months
Biblical History	3 months

LATIN.

The course in Latin covers four years—a total of 12 units, representing, in all, 148 weeks' work, five recitations per week, or 740 recitations.

The 12 units of this course are known as Latin I, Latin II, Latin III, Latin IV, and so on up to and including Latin XII.

Latin I, covers the first 34 chapters of Smiley & Storke's *Beginner's Latin*, or up to the Passive voice of the verb.

Latin II, covers chapters 35 to 66 inclusive, or up to "Review of the Subjunctive Mode."

Latin III, covers the rest of the *Beginner's Book* from chapter 66 on, and the first twenty chapters, Book I, of *Caesar's Gallic War*.

Latin IV, covers the rest of Book I from chapter 20 on, all of Book II, *Caesar's Gallic War*, and *Prose Composition*.

Latin V, covers Books III and IV of the *Gallic War*, and *Prose Composition*.

Latin VI, covers the first three orations of Cicero against *Cataline*, and *Prose Composition*.

Latin VII. Fourth oration of Cicero against *Catiline*, orations for the *Poet Archias* and *Marcellus*, 410 lines, Book I, *Aeneid*. *Prose Composition*.

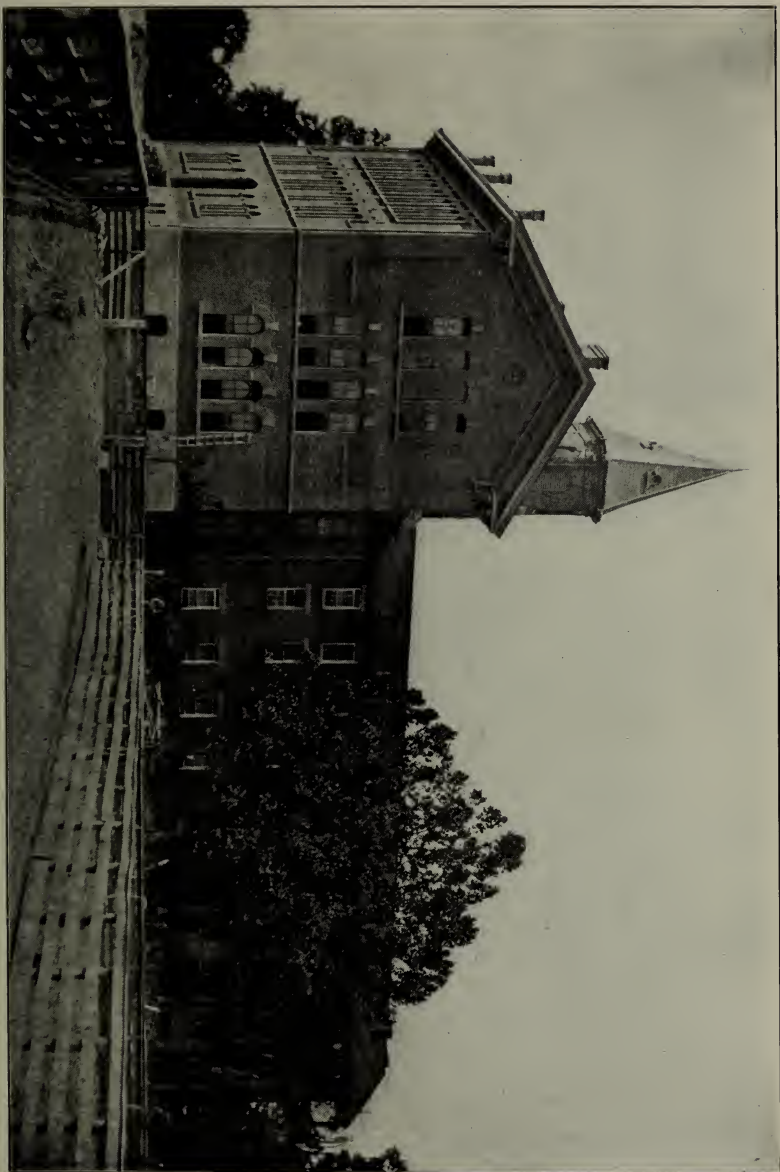
Latin VIII. Book I, *Aeneid*, completed; Books II and III.

Latin IX. Books IV, V, and VI, *Aeneid*.

Latin X. *De Amicitia* and *De Senectute*, Cicero.

Latin XI. Selected Odes, Epodes, and Satires of Horace, also *Ars Poetica*.

Latin XII. Books XXI and XXII, *Livy*, at the discretion of the instructor. Selections from *Tacitus*, *Ovid*, *Crowell's Latin Boets*, or *Smith's Latin Selections* may be substituted for a part of the work indicated in Courses X, XI, and XII.



SOUTH SIDE OF COLLEGE HALL, REAR ENTRANCE, AS IT LOOKED IN 1885

Close attention is given to the mastery of form, syntax, and vocabulary, in the belief that the student can by no other means, learn to read Latin with intelligent and pleasurable comprehension. The bearing of Latin etymology and syntax upon the English language is carefully pointed out and emphasized. This fundamental study is throughout the entire course directed toward the development of clear thought and clear expression.

Latin Texts.

Beginner's Book,—Smiley & Storke; Caesar,—Harkness and Forbes; Cicero,—Forbes; Virgil,—Knapp; Composition,—Riggs' "In Latinum" (Caesar and Cicero); grammar,—Allen and Greenough, with references to Bennett and Harkness.

GREEK.

The course in Greek covers a period of three years—a total of 9 units, representing 111 weeks' work, five recitations per week.

The nine units of Greek are referred to as Greek I, II, III, and so on.

Greek I. First Greek Book, first 41 lessons.

Greek II. First Greek Book, lessons 42 to 72 inclusive.

Greek III. First Greek Book completed; Anabasis, Book I, first eight chapters.

Greek IV. Book I completed; Book II, Selections from New Testament. Prose, Composition.

Greek V. Book III, Anabasis; Book I, Iliad. Prose Composition.

Greek VI. Books II and III, with selections from Book VI, Iliad. Prose Composition.

Greek VII. Selections from Lysias and the Minor Poets. Prose Composition.

Greek VIII. Selections from Herodotus, Thucydides, and Xenophon's Memorabilia. Prose Composition.

Greek IX. Plato, Apology and Crito.

Throughout the entire course the relation between the Greek and English languages is strongly emphasized. There is a constant effort to show to the student the literary and historic value of the works of classic authors. The best maps and pictures supplement the work. In addition to the prescribed readings, constant reference is made to the many valuable books in the library, well adapted for parallel reading and investigation.

The work of this department is thoroughly practical, since it not only prepares for College Greek, but gives to the careful student ease, accuracy, and variety of expression, as well as broad mental culture.

GERMAN.

The course in German covers three years.

The first three months are given up almost exclusively to a mastery of the elements of pronunciation, accent, declension, conjugation, simple forms of construction, and to acquiring a working vocabulary in simple conversation and reading.

With the opening of the second term German stories are taken up, also composition and grammar work.

The work of the third term is similar to that of the second except that the German stories are a little heavier.

The work of the second and third years consists of reading classic stories, dramas, poetry, and masterpieces from Goethe, Schiller, Heine and other leading German writers. Composition is kept up throughout these two years. The idioms of the language are studied with special pains, and much time is given to conversation. In the advanced work German is used exclusively by teacher and students in class.

Technical grammar is kept up in connection with the work in composition.

Lists of the readings in this course are not given because they are varied from year to year, and are not decided upon till the needs and aptness for the language, of the classes, are known.

Whitney, Cooks, Otto, Joynes-Meissner, and other standard grammars are used, Gaspey-Otto-Sauer serving as the standard.

FRENCH.

The course in French covers three years and the work is done on the same plan as the work in German.

Conversational work, composition and grammar, as in German, receive very careful attention throughout the course, especially in the higher classes.

Sight reading receives liberal attention also in the advanced classes, both in French and in German.

The readings in this course are selected after the same manner as are those in the German course, and from like sources.

PROFESSIONAL SUBJECTS.

History of Education	3 months
Economics	3 months
School Sanitation and Architecture	3 months
Biblical History (Once a week)	3 months
Pedagogy	3 months
Psychology	3 months
School Supervision	3 months

Sociology	3 months
Methods of Teaching	3 months
Ethics (three times a week)	3 months
Child Study (Once a week)	3 months
Educational Psychology (once a week)	3 months
Training Work	9 months

EXAMINATIONS.

At the close of the long term—our fall term—we usually set apart an entire week for examinations and when we do so they are compulsory; that is, no student can continue his work during any succeeding term till he has passed his examinations. The only excuse we have yet accepted was that of continued and severe illness, in which case a certificate or verbal report from the physician who attended the student was necessary. There might be other extreme cases in which excuses from examination could be obtained; most rules are subject to some exceptions; but if a student expect to continue work here or anywhere else it would be to his advantage to pass his examinations; and if he refuse to do so without justifiable excuse he will not only be denied a spécial examination but will be dropped from the school.

We sometimes devote a week at the close of each of the three terms to examinations, and would always were it not for the following conditions that exist here:

1. Students—chiefly teachers from the rural districts whose schools close before our spring term opens—enter at all times during our winter term in order that they may get more than one term per year. Many of these enter so late in the term that they are not prepared to take the winter term examinations and if the closing week of the term be given up to examinations these students who entered late find a week wherein there are no recitations—almost lost time to them here on expense. Accordingly we usually have our winter term examinations in the form of frequent class tests. By this means those who enter late may pass the tests on those parts of the texts which they have taken up after entering and are accommodated with class work—recitations—up to the very last day of the term. And since there is no vacation between the winter and spring term, at least only two school days, Friday and Monday, students entering before the close of the winter term may continue their work uninterrupted to the end of the spring term.

2. The spring term is the term which is most largely attended by the teachers of the state, and as their time here is brief at most and since they wish to do as much work as possible, we usually have

our spring term examinations in the form of class tests during the term and continue recitations up to the very last of the term.

To get one's credits for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not entered on the credit list nor on the grade book of the school and no report is sent to his parents unless the principal write a personal statement as to the general character of the work done. It is, therefore, of the very highest importance that the student study till the close of the term, for sometime, somewhere, in some way, either here or elsewhere, he will very much need his credits. Not a year passes but a number of young men and women who dropped out of the school before the term closed find themselves in serious need of a statement from the principal, of the work they did here, and write us for the same. It is a great disappointment to them to find there is no credit here.

In case a student is very sick and we have proper assurance that he or she is too sick to remain in school, the cause for his withdrawal is recorded and a general statement of the amount of work done can be gotten at any time, but no grades can be given.

In case a student drops out of school out of pure laziness or a few childish pains or other ailments of some kind, no record whatever is kept of his work. He usually does not do the kind of work that amounts to enough to record it.

The student will please to remember that if he wish credit for work done here, his attendance must be regular and continue to the very close of the term except in extreme cases, and the faculty must judge as to what cases are extreme.

It may be well to remind new students who enter here that class attendance is compulsory; that every absence from class is investigated; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet every afternoon at 2:00 and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student must be in school and must be here regularly and promptly unless his excuse will bear investigation; that we want no students who do not come here to work; and that we propose to get rid of those who will not work.

Attending school is a business here, not a pastime.

GRADUATION.

A diploma of graduation is conferred on all who complete either the Normal, Science, Modern Language or Ancient Language course, with an average per cent of 80, and do not fall below 75 on any subject.

No one is permitted to graduate, however, who has not spent at least one full year at the normal from which he wishes his diploma, and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry about graduating. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to take care of your health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health. Take what work you can do thoroughly well and you will like it better, will like school better, it will like you better, and you and it will get very much more out of each other.

Make haste slowly and do your work well, thoroughly well. Get all possible out of your school life that can be of value to you afterward.

A much greater honor is it to graduate than most persons realize, and vastly more to the credit of those who do so. Graduation means labor, hard, persistent, continuous, systematic labor; it means courage also, determination, order, system; it means doing, completing something valuable and noble; and men and women who do and complete things, valuable, useful things, are the men and the women needed most in the world.

To have it said of a young man or young woman, indeed a man or woman of any age, that he or she has graduated at a school of standing in a city, community, county or state, is to have one victory recorded to his or her credit which cannot but be worth vastly more than it cost.

Immediately after the opening of the fall term, each year, the "Committee on Graduation" takes up the record of each candidate for graduation, checks up his record, and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than 16 units against him at that time he is notified that he cannot graduate that year, for no one with more than 16 units to make for the year is admitted to the senior class at the opening of the fall term.

The "senior roll" is made up at the close of the fall term. At that time every candidate who has been admitted on trial at the opening of the fall term is entered on the senior roll or is dropped finally from the class for that year.

The "senior roll" is called in full faculty meeting **four weeks** before commencement day. If, at this roll call, any member of the class is found below the "danger line" he is promptly notified by the secretary of the faculty and thus is given **one week** to "set himself right" in his credits; at the end of this week the "final senior roll" is called and the result is reported to the president of the class and to the program committees for commencement.

No one could sympathize more truly or more deeply with a worthy young person who is ambitious to graduate than the faculty of this school; but all ambition must be founded in reason, and every graduation should presuppose thoroughness. Graduation must have a meaning besides the sentimental and the pleasure phases that very properly attach to it, and this additional meaning,—its **conditions** fully complied with—must be respected and fulfilled if the sentimental and pleasurable phases are to maintain their significance.

Our graduates are to be congratulated, as is their alma mater as well, on the success that has been and continues to be the lot of most of them.

Many of them have continued their studies to the completion of some degree, most of these choosing high class institutions for completing their degree courses. We are sorry some of them are choosing medical schools which are scarcely up to the standard either in the amount or in the character of the work required, but economy has been an item with them. We hope however, that they may remember that a cheap degree is little better than no degree at all in recent years, and that where they finish their education means almost as much as how they finish it, at least so with the better informed part of the public. But no matter where they go, good, hard, persistent, patient thorough effort will bring its rewards.

Our young men are drifting pretty largely into teaching, and are beginning work therein immediately after graduating here, at \$60 to \$90 per month, a few higher in the salary scale, some lower, but all of them climbing.

Our young women are getting positions at \$45 to \$65 per month, as a rule, practically all of them **nine months** per session.

Good reports are coming from nearly all of them.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for much that is in our normal course requires maturity of mind to grasp it intelligently. Besides, the public is looking for men and women, not for boys and girls, to fill paying positions.

Some students who enroll with us seem embarrassed when we ask their ages, simply because they are beyond 21, some of them above 30. We are always pleased to enroll a mature student. It means, first, as a rule, some one who knows what he is here for, who will be a "worker," who will add to the dignity of the school, who

will need no disciplines; second, it usually means some one with experience in teaching, or some other valuable experience, and hence some one whom we can recommend for a good position when graduated, all things else being equal.

Younger students need not rush to complete their course; much time should be given to reading, for our library opportunities are rare, and a good share to the social life of the school, the literary work, etc. It really is a mistake to ever carry over four regular studies. When we hear some egotistic student boasting of how many studies he is carrying just because the number is "great," and often adding that he does not have to work hard, our opinion of said boaster goes down several degrees at once. It is a pretty sure sign of a "soft place" about the capital extremity, and a pretty good indication that some one is shirking, skimping, or borrowing, if not stealing. It would be vastly more to his credit and to the credit of the school if his remarks were concerning how few studies he was carrying and how hard he was working on each.

Each year we find that men of influence, indeed the public in general, attaches more importance to young persons graduating in some good school before they enter any business, trade, or profession. More and more we find employers of labor referring with pride to certain of their men being graduates of a good school.

Each year graduation means more to young people, more to those who employ young people, more to the public in general, more to the state, and more to American institutions.

Just one time in his or her life will the man and the woman of coming years regret that he or she has not graduated from some good school offering a good, strong, general course of study which equips one with a good general education; just once, we say, and that once will be all the remainder of his or her life.

Graduate in such a school before the age of 25 if you can, if you can't, then some time, if it be after the age of 40.

We congratulate sincerely and heartily every young man who has enough regard for the needs and duties of citizenship in this Republic, enough appreciation of himself in the way of developing and training his mind, enough love of country and respect for its needs in every department of its workings from the humblest laborer to the President of the United States, enough esteem and consideration for the woman he is to call his bride and the offsprings he may bequeath to a country that needs clean, honest, cultivated, educated and industrious citizenship as none other has in all history, enough feelings and sentiments of these kinds we repeat, to educate himself and to graduate from a good school of general education whether he has money or not, for there is a way if only a will can be found.

With equal heartiness do we congratulate the young woman who is willing to deny herself some of the finer but lighter pleasures of

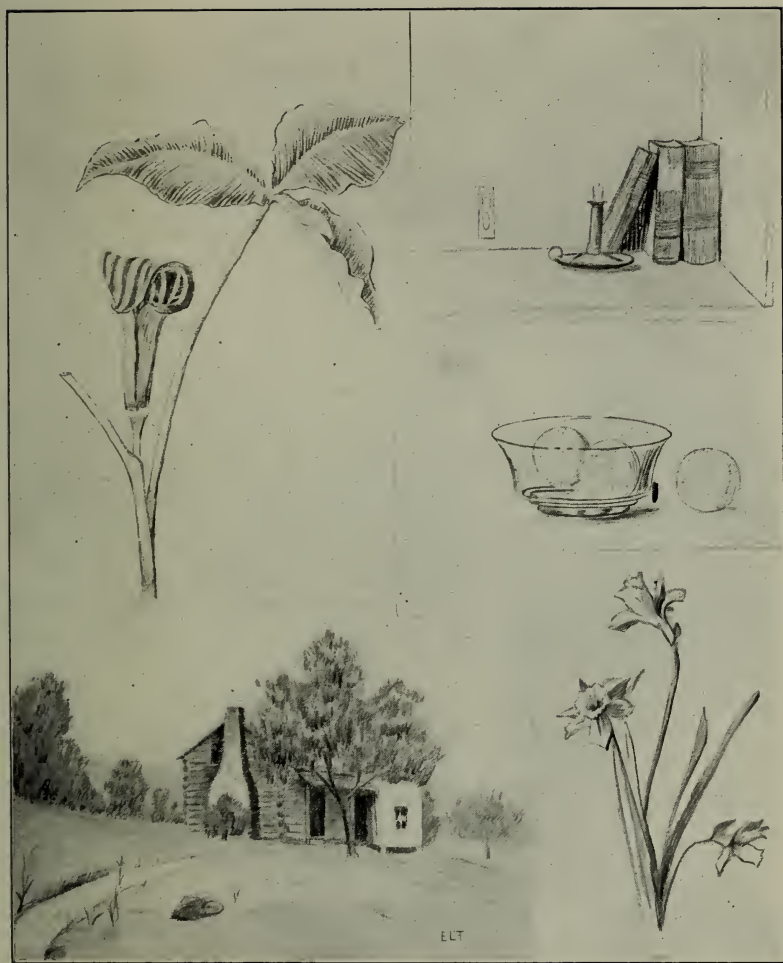
life, who believes in hard study as an indispensable training mentally and morally, who has good sense and good judgment enough to know that education, a good general education, is just as necessary for one human being as another, regardless of sex, who has enough pride and ambition to prepare for the best there is in life for herself, her we sincerely and earnestly congratulate on her determination to graduate.

To such young men and such young women we cheerfully tip the hat and pay due honor otherwise, for they are the best hope of the race, the power that is to enthrone reason as against the mob, the individuals that are to shape and to direct the destinies of the American Republic.

No man and no woman in his or her right mind ever regretted that he or she had graduated from a good school offering a good general education, but hundreds, thousands, millions have regretted that they did not graduate, are still regretting it, always will regret it.

More: No person who has acquired a good knowledge of Latin, Greek, German, French or any other language, any science, or any other of the chief studies in our schools ever felt otherwise than that he would take them again if it were to do over again.

No sensible man ever regretted learning anything that puts him in closer touch with man, ancient or modern, with nature in any of her manifold forms of manifesting herself, with the lower animals, with any part of this universe of space and matter, and with the great Author of them all, for the more intimate man becomes with all these, the more sympathetic he becomes, the wiser, the nobler, the more like unto Him who came from humble life in humble Nazareth to illustrate what knowledge of the world, of men, and of God meaneth to the individual man,—the only means by which he can rise to the stature, and dignity, and worth, and likeness of Him in whom knowledge is complete, the One omniscient.



LEAD PENCIL, DRAWINGS FROM SPECIAL CLASS

PART VII.

MUSIC DEPARTMENT.

This department has kept apace with the general growth of the school. It has not only assumed decidedly creditable proportions in point of enrollment, but has become a very potent influence on the life and character of the school, an important and decidedly valuable feature of the success of the entire institution.

Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the city of Huntington and the state than could have been possible otherwise. This is but natural; for the school that does not have music in its soul, and does not in some way appeal to the musical in other men's souls, is essentially as lacking in complete life as is the individual, and Shakespeare has described the latter in very strong terms—perhaps a little too strong—in his "Merchant of Venice," act V, scene I:

"The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus:
Let no such man be trusted."

MUSIC FACULTY.

L. J. Corbly,
Principal.

Miss Rhoda Crumrine,
Head Teacher in Piano.

Mrs. C. E. Haworth,
Voice, and Choir Music.

Miss Grace Cummings,
Sight Reading and Choral Work.

Miss Mary Sharp,
Assistant in Piano and Organ.

Bertha Roth Walburn,
Violin.

Helen Randall,
Second Assistant in Piano.

EQUIPMENT.

Lack of room to comfortably house the music department has been more or less a source of embarrassment heretofore, but with the addition of our new and commodious building ample space will be set apart for this work, thus adding decidedly to its efficiency and, beyond question, to its influence both upon the school and upon the community, as well as to the patronage of the department.

In the studios and practice rooms of this department are placed, for the benefit of students of music, the following instruments:

Practice Clavier	1
Organs	2
Pianos	9
Band Instruments	16

PIANO.

COURSE OF STUDY.

The course of study has been extended from four to five grades so that graduates from this division may stand the test of criticism when compared with the work done in still more pretentious schools than ours. The following is the course which will be in force hereafter:

Grade I.

Emery's Foundation Studies, Lynes' Advancement Studies, Gurlitt First Lessons, Gurlitt Opus 187, Little pieces, (selected).

Grade II.

Studies by Czerny, Heller, Loeschhorn, and Krause, Kunz, Canons,

Schumann Album for the Young, Clementi's Sonatinas, Compositions selected to the need of the pupil.

Grade III.

Czerny's Forty Daily Studies, Emery or Turner Octave Studies, Kullak's Octave Studies, Bach's Little Preludes and Fugues, Bach's Two Part Inventions, Mendelssohn's Songs without Words, Sonatas by Mozart and Haydn. Selected compositions.

Grade IV.

Moscheles Op. 70; Kullak's Octave Books II and III, Clementi's Gradus ad Parnassum, Bach's French Suites and Three Part Inventions, Chopin's Nocturnes, Easier Sonatas by Beethoven. Selected Compositions.

Grade V.

Bach's "Well Tempered Clavichord," the Greater Sonatas of Beethoven, Studies by Chopin, Henselt, and Liszt, Tausig's "Daily Exercises." Concertos by Masters of the Classic, Romantic, and Modern Schools. Composition by Shubert, Weber, Chopin, Grieg, Moszkowski, and others.

REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS.

Elementary Work in Harmony and in the History of Music are required as a part of the work of the Third Grade.

Students completing the Fourth Grade will be awarded a certificate.

Candidates for diplomas must complete the work of the five grades and must take also advanced work in Harmony, Theory and the History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

FEES,—PIANO AND ORGAN.

All fees are payable by the term, in advance. The rates for piano lessons differ according to whether given by the head teacher in piano or by an assistant.

Head Teacher's Rates:

Fall Term	\$18.00
Winter Term	14.00

Spring Term 15.00

Assistant Teacher's Rates:

Fall Term\$17.00
 Winter Term 13.00
 Spring Term 14.00

Charges for Piano Practice:

Charges for the use of pianos and organs for practice between lessons, depends, of course, upon the number of hours pupils practice per day:

Per Term—1 hour per day, in advance,	\$2.00
2 " " " " "	3.00
3 " " " " "	4.00
4 " " " " "	5.00
5 " " " " "	6.00
6 " " " " "	7.00

Students wishing to pay their practice fee for the full year in advance, will be given 10 per cent. discount from the "in advance" rates, making them \$1.80, \$2.70, \$3.60, \$4.50, \$5.40, and \$6.30.

The difference in the charges for music lessons per term, fall, winter, and spring, is due to the fact that the fall term is about fifteen weeks in length, while the winter term is but ten weeks in length and the spring term, eleven weeks. Heretofore not the entire time of the fall term has been given to the work in music; hereafter the work in music will be begun at the opening of the term and continued till the close of it, hence the difference in the charges for that term.

FEES FOR HARMONY, THEORY, AND HISTORY OF MUSIC.

The fee for each of these subjects is as follows:

Fall Term\$6.00
 Winter Term4.00
 Spring Term 5.00

If there be fewer than eight in the class the periods will be half an hour in length.

If there be eight or more in class the periods will be one hour in length. The reason for this difference is evident; for the additional income justifies the additional time given to the recitation.

All fees are payable in advance at the opening of each term unless special arrangements are made with the principal of the department, to the contrary.

Students wishing to pay their music tuition for the full year in advance will be allowed a discount of "ten per cent."

ORGAN.

The charges for private lessons on the organ are the same as those for piano and also the fees for practice are the same.

VIOLIN.

Lessons on this instrument will be given by our regular teacher at the rate of

—70 Cents Per Lesson—

two lessons per week; if fewer than two lessons per week are given the rate is—

—75 Cents Per Lesson—

Lessons on the Mandolin and Guitar will be given at reasonable rates.

VOICE.**COURSE OF STUDY.****First Year.**

Placing of tones.
Studies from best composers.
English and German Ballads.
Elements of Church Music.
Sight-reading and Part Singing.

Second Year.

Studies from best composers.
Songs by modern composers.
Church music.

Third Year.

Studies from best composers.
Oratorio and Opera.
Songs by classical composers.
Normal Training.
Practice of accompaniment.
Harmony and theory.
History of music.

CLASSES IN SIGHT READING:—In these classes students are

taught the intervals by the use of numerals, thorough understanding of time, rhythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound vocal culture, and will qualify them for singing ordinary music at sight and for teaching it to others.

This work includes the normal course of music in the model department and the instruction given to the senior class of the teachers training department,—teachers and prospective teachers.

CHORAL CLUB:—The object of this work is to train all students who are interested in vocal music to sing to accurate time under a director, to familiarize them with the best hymns and songs, to prepare the young men for their glee club work and the student body for chapel singing. Some anthem work is done, also.

The Choral Class is a very effective influence in developing good chapel music and in diffusing a music spirit throughout the school.

CHOIR SINGING:—Only those students whose voices and vocal training come up to a certain standard of excellence are admitted to the class in choir singing. The object of the work of this class is to have a good choir for our chapel exercises which serves not only as a lead in the chapel singing, but which spends quite an amount of time in choir practice preparing anthems for chapel and other public occasions and gives some time to hymn singing, as well, responses, etc. The training a student gets in this work abundantly repays him for the time spent, and the choir is a very potent influence in giving interest, dignity, and inspiration to our chapel worship.

PRIVATE LESSONS:—This work, as well as all the rest of our vocal work, is under the management and direction of an exceptionally competent, gifted, and well trained vocalist, who has the ability in a remarkable degree to do what her profession stands for as well as to teach that rare art.

Voice placement is perhaps the form in which her work shows to best advantage, aside from her own singing, and certainly nothing is so important in the training of the human voice in song.

EXPENSES:—No charges are made to either "The Class in Sight Reading," "The Class in Choir Singing," or "The Choral Class."

The charges for "Private Lessons" in voice are:

Fall Term	\$18.00
Winter Term	14.00
Spring Term	15.00

Tuition is payable at the opening of each term. If paid for the full year in advance, a discount of \$4.00 is made from the \$44.00, making the amount even \$40.00 for the year,

VOCAL AND PIANO RECITALS.

One of the most enjoyable and profitable features of the Music Department consists in the Recitals given by students and teachers. Class room recitals are held once every month, to which all music students are invited. Even young pupils, not far advanced, are given something to do on these programs as soon as practicable. Three important ends are served by these recitals:

First, they are a source of pleasure and encouragement to the students, thus increasing their interest.

Second, young and timid or self conscious pupils improve greatly in their ability to perform before listeners.

Third, a wholesome spirit of emulation incites to greater effort.

Besides these class room recitals, it is our plan to have three public recitals during the year, in which only the advanced pupils and teachers take part.

Each year these recitals grow more popular with the public and audiences grow larger. During the session of 1905-06 the large commencement hall was practically filled on each occasion of these recitals.

A WORD TO THE CARELESS.

NO TUITION WILL BE RETURNED except in cases of severe illness when the student has to leave school for the year. Otherwise the lessons lost during sickness will be made up to the student instead of returning the fees. "Sickness" here, means "sickness," not "headache."

PLEASE TO REMEMBER, that those students of voice or of piano and organ who are absent from regular lessons simply to suit their conveniences for visiting, receiving visitors, or other interferences with regular work which are quite too common with more than a few, need expect no allowances at the end of the term for their absences nor any lessons made up to them. This is a thing quite unknown in well organized schools of any kind, and it is unknown here.

If a student be unable to take a lesson at the time appointed, that hour is lost to the teacher. It has been difficult to arrange hours enough during the past year and we can afford to lose none by a student's indifference, carelessness or petty "illness."

When an absence is absolutely unavoidable—and the teacher must use her judgment as to this—the student may, by promptly reporting the matter, have that hour made up, but that will depend altogether on how scarce spare hours are and the cause of the absence. In well

organized schools of all kinds there is a time for such recitation and **BUT ONE TIME.** Emergency alone can modify this.

A college charges tuition. A student may miss one-third or more of his time out of necessity, or he may miss two-thirds, three-fourths, or even all of it out of indifference or carelessness; **not one dollar and not one recitation is made up to him.**

Hereafter the music department is to be conducted on exactly the same plan as the rest of the work of this school, namely, all fees and tuitions will be paid in advance, the work will be appointed to each student, and if he is not there at the time it will be his loss.

SPECIAL RATES.

Special rates will be made in the following cases:

1. When more than one person from the same family takes work in either piano or voice, full time.

2. When a student takes both vocal and piano work, full time.

By "full time," is meant "full terms."

Instead of charging so much per term of twenty-four lessons as heretofore, the charges will hereafter be so much per term, and two lessons per week are given. The number of lessons per term varies from 22 to 26 lessons. Whether the pupil enter early or late, the charges are the same, unless the lateness be absolutely unavoidable.

AWARDS.

The "Crumrine award," offered annually by Miss Crumrine, head instructor in the piano and organ department, is given, at the close of each year, to the student who excels in playing the classics, \$18.00.

This award is given in the form of free tuition.

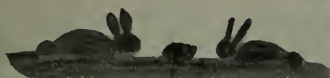
The "Beethoven award," offered annually hereafter by L. J. Corbly, as a means of encouraging the study of the history of music and the biography of musicians, a gold piece, \$10. An examination on these subjects will be given the contestants for this prize early in May, and will be open only to students of the music department, instrumental and vocal, and only to those taking music "full time," the entire year.

The "Mozart award," offered by L. J. Corbly, to the student of the music department who excels in the following lines:

1. Attendance and Promptness to music lessons.

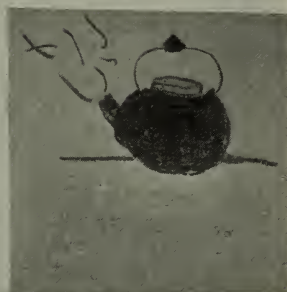
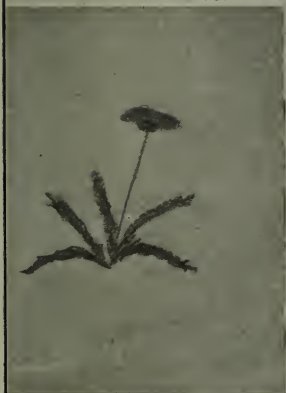
2. Progress in music studies.

3. General decorum as a student. In short, to the best all-round music student. This award will be a \$5.00 gold piece and will be given only to students who are in the music department the entire year.



Easter in Germany

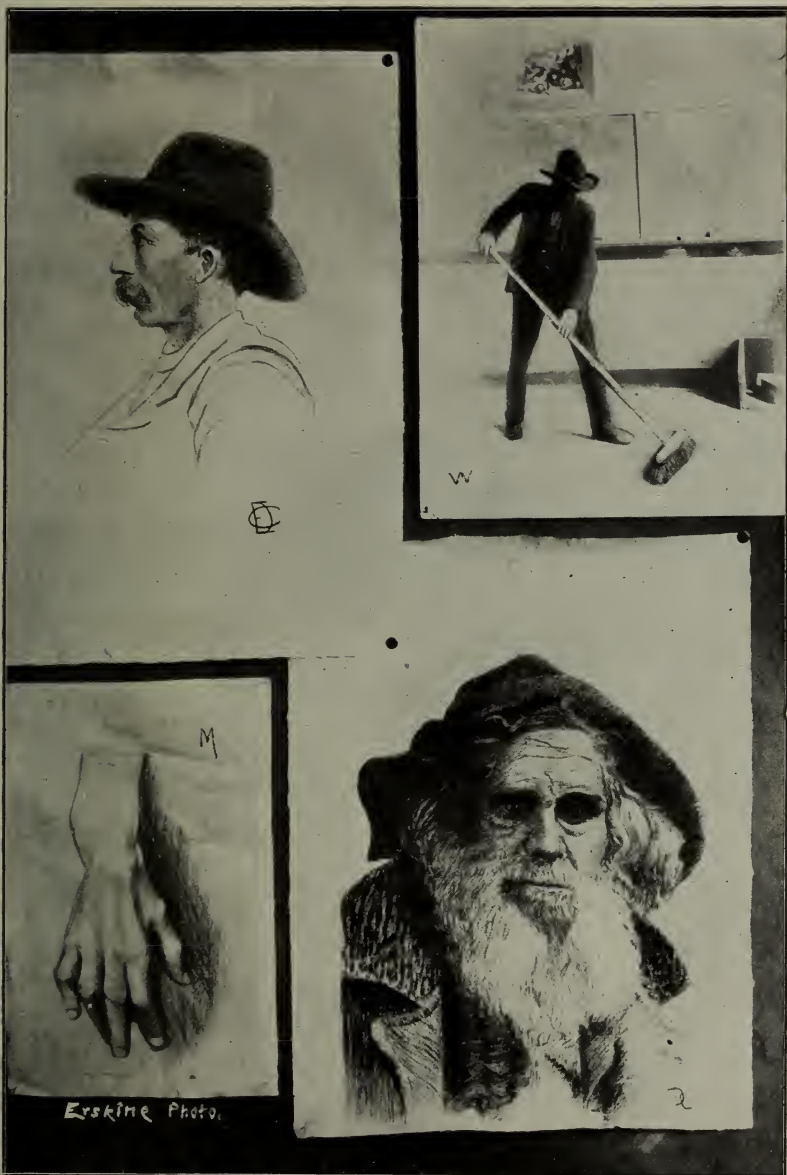
The German children think
the Easter Bunny brings the colored
eggs and on Easter morning the child
wakes up and looks at the
Bunny when the



not forget to give
the bird a little bit of food

The children
in Germany
like to see
the birds





IN THE ART STUDIO

PART VIII.

DEPARTMENT OF EXPRESSION.

EXPRESSION includes the study of thought, the development of feeling, and the power to express the same in such manner that the audience will think, see and feel, as the speaker or reader. To gain this power, the study of different selections has been taken up. The picture is suggested to the student's mind in such a way that he can grasp the thought, and by placing emphasis on the important idea—the new thing presented, can convey the correct meaning. In this line of work, much time and attention have been given to the study of emphasis and words, phrases and sentences, pauses and inflection.

Voice training for the speaking voice is very important in the study of elocution. Special attention is given to this part of the work, for to be an orator, or reader, or for conversation, a well cultivated voice is necessary. The voice must be clear, strong, smooth, durable and must possess the power of changing from one pitch to another, so as to keep in harmony with the thought. For this voice development and culture a number of practical exercises have been given for development and strengthening the muscles at the waist, at the same time strengthening the lungs and adding vigor to the body, which renders it capable of greater powers of endurance; also giving vigor and energy of speech. Holding muscles firm while counting, also walking practice for breathing, repeating one or a number of lines, holding muscles firm, all assist in voice production and give necessary action of diaphragm. Vocal drill is given for fullness, depth and purity of tone, opening throat and rounding lips and prolonging open vowel sounds to produce full round vibratory tones. Also scale practice for climax and transition, rising and falling tones and upward emphatic movement of the voice for pitch.

In the study of reading two things make up the work of the reader. First: Grasp the thought at a glance, see and study the idea

until it becomes a real picture to his own mind. Second: To express it to his auditors with power and feeling that come with careful thought. Following out this rule the study of reading has been made very interesting. In gesture, negative and positive positions of body, head, hand; also facial expression—all portraying the thought.

It is the aim in the work to remove faults and mannerisms, and to establish correct use, freedom and ease; to give the student control of the organs of expression. Curry's Classics for Vocal Expression is the text used.

These texts contain selections from the works of Shakespeare, Milton, Browning, Tennyson, Wordsworth, Scott, Byron, Shelly, Keats, Burns, Goldsmith, Moore, Bryant, Longfellow, Whittier, Holmes, Lanier, Trowbridge, Hugo, Eliot, Dickens, Macaulay, Carlyle, Burke, Emerson, Prescott, Irving, Cooper, Beecher, Webster, Phillips and others.

For the completion of the Evolution of Expression, which requires from four to five terms of work, certificates will be awarded.

More advanced work will be given to those who desire it.

A course for graduation has been arranged for, and students will be prepared to take advanced standing at Emerson College.

The study of one or more of Shakespeare's plays each year will be made a feature of the work.

TUITION:—\$15 per term. This includes two private lessons each week, and one or two class lessons per week.

For prizes offered in this department see Part XII.

PART IX.

ART.

It is through the study of art that a person reaches the height of culture. Art teaches the student to see nature's blended effects and appreciate the subtle beauties that are shut out from all except her own chosen devotees.

Art links man's mind to his surroundings and unfolds to him their many relations.

Art should stimulate and cultivate power, taste and appreciation, and to this end the work is developed in the special, normal and model classes.

The general lines of work now almost universally followed are five in number, viz:

1. Nature drawing.
2. Color.
3. Pictorial drawing.
4. Structural drawing.
5. Decorative drawing.

The drawings are developed first, with pencil and brush and ink in outline and silhouette; second, in value (light and shade); third, in color, in flat tones, colored crayons and water color; fourth, in graded tones.

Drawing, developed in an orderly way, requires a consideration first of position, that is, where the object or objects are to rest in the picture, plain or on the paper, including the simple laws of perspective; second, a consideration of the comparative size and proportion of things; third, shape.

The specific outline of fine color discrimination is developed, first, through recognition of the spectrum colors; second, through the various hues, values and intensities; third, by using these tones in representation and design.

SPECIAL COURSE IN ART.

This course offers an exceptional opportunity to those who wish to turn their attention in this direction for the sake of the cultural value, for the purpose of becoming artists or with the idea of training as special art teachers in public schools. In addition to the above, special courses are taught in drawing from the antique and from life and in landscape composition.

Normal Course.

The course for the normal classes will be a modification of the above, to suit time and conditions, with the addition of clay modeling and the principle of teaching drawing.

Model Grades.

The work in the grades should be a modification of the normal course, simplified for each grade, beginning with the first, where the requirement is expression of ideas and neatness of execution.

TUITION.

Model grades,	Free.
Normal class,	Free.
Special Day class, per term,	\$15.00
Special Night class, per term,	8.00
Special Day and Night, per term,	18.00

These rates include both the enrollment fees and tuition for the department. In case students have already paid their enrollment fee, in order to enter some other department, that amount will be deducted from the above tuition.

See Part XII for prizes offered in this department.

For further particulars address the head of the department.

PART X.

EXPENSES.

I. BOARD.

Board, as spoken of here, includes room, light, fuel, and food. In the case of club board the room is furnished and cared for by the family from whom the students rent the rooms; in the case of private board this is also true; in College Hall the girls furnish their towels, soap, and bedding except the mattress; all other things are furnished them.

The figures given below are taken from the actual cost for the past year, 1905-'06. Unless there should be crop failures or some other causes for advancing the price of foods, of which we do not now know, the figures given below should not vary for the coming session.

By a "month" below is meant "four weeks."

The School Year, from early September to the middle of June, covers a period of forty weeks, including the Christmas holidays, and is divided into three terms.

The Fall Term, extending from the September opening to the Christmas holidays, varies, according to the earliness or lateness of the opening from $13\frac{1}{2}$ to $14\frac{1}{2}$ weeks.

The Winter Term, extending from the opening after New Year to the latter part of March, varies in length from $10\frac{1}{2}$ to 12 weeks.

The Spring Term, extending from late March to the June commencement, varies from 12 to 13 weeks.

Board Per Month.

In Clubs	\$10.00 to \$10.75
In College Hall	11.25 to 11.50
In Private Families	12.00 to 14.00

Board Per Term.

Since the terms vary in length from eleven to fifteen weeks of course the cost per term varies accordingly. So we give the terms separate.

(1). Fall Term.

Club Board	\$35.00 to \$37.50
College Hall	39.00 to 40.00
Private Board	42.00 to 49.00

(2). Winter Term.

Club Board	\$25.00 to \$26.75
College Hall	28.00 to 28.75
Private Board	30.00 to 35.00

(3). Spring Term.

Club Board	\$27.50 to \$29.50
College Hall	30.75 to 31.50
Private Board	33.00 to 38.50

Board Per School Year.

Club Board	\$ 87.50 to \$ 93.75
College Hall	97.75 to 100.25
Private Board	105.50 to 122.50

II. BOOKS.

This item is a small one. The school has its own book-store and sells new books to students 10 per cent below cost in general book-stores. Second hand books are kept for sale also, the custom being, that when a student has completed a text book he may leave it with the college book-store manager for sale, the price depending of course on how well the book has been cared for, but varies from 20 to 75 per cent of the original cost. As soon as such second hand book is sold the amount realized therefor is handed to the original owner, or if he has gone home in the meantime, the amount is forwarded to him.

With these opportunities for getting new books at reduced prices, selling books no longer needed, and buying second hand books, the book bill of our students is less than at any other school which does

not have these facilities. The cost of books to a student depends therefore:

- (1). On whether he wishes to sell any of his books already used.
- (2). On whether he buys new or second hand books.
- (3). On whether he is in our lower, intermediate, or higher grades, the cost of the higher grade books, such as the sciences, languages, etc., being considerably more than the cost of the books used in our lower grades.

About \$3.00 is the average annual cost for books in our lower grades, and about \$6.00 in the higher grades.

III. ENROLLMENT.

To all students this fee is \$2.00 per term, payable when the student enrolls, and is never refunded. It is charged all students alike, whether from West Virginia or from another state, and is the only fee West Virginia students pay—\$2.00 per term, or \$6.00 per year—except in cases where they fail to make their term average of 70 per cent, see next section, under tuition.

IV. TUITION.

No tuition is charged West Virginia students except in the following instances:

- (1). When a student fails to make an average of 70 per cent in all his studies as is shown by his report at the end of any term he is required to pay tuition at the rate of \$6.00 per term till his grades at the close of a term show a general average of 70 per cent, in which case he is excused from paying tuition for the following term, and till his general average falls below 70 per cent again. This rule is regularly enforced and catches a few doless students every term. For example: Mary Morton is studying algebra, grammar, history of Greece, and physical geography, during the fall term. At the close of that term in December the report shows that Miss Morton has made 74 per cent in algebra, 60 per cent in grammar, 80 per cent in Greek history, and 62 per cent in physical geography. Adding these grades and dividing by four, the number of studies carried, we have: 74 plus 60 plus 80 plus 62, equals 276; and 276 divided by 4, equals 69 per cent, or one per cent below the required average of 70. Accordingly, Miss Morton pays \$6.00 tuition besides her enrollment fee for the winter term.

During the winter term she makes 76 per cent on her algebra, 84 per cent on her history, 80 per cent on her grammar, and 88 per cent on her physical geography, a total average of 328 credits, which divided by four, gives her 82 per cent general average on her winter term's work, twelve more than the minimum. Accordingly, Miss

Morton is excused from paying tuition for the spring term, and so on until she fails to make her general average of 70 again, and students seldom make this mistake more than once.

(2). Students from other states pay the \$6.00 per term tuition in addition to their enrollment fee.

V. LAUNDRY.

Laundry varies from 50c to \$1.50 per month according to how much white and starched clothing one may choose to wear. Most students pay from 75c to \$1.50 per month for their laundry.

RESUME.

The various items enumerated above cover the necessary school expenses; beyond these the matter is with the student or the parent, as to how much additional is to be spent for pin money, etc.

Putting all necessary school expenses together—board, enrollment fees, books, and laundry,—the cost of attending school at Marshall College per term and per year are as follows:

To West Virginia Students.

Total School Expenses per Term	\$25.00 to \$ 49.00
Total School Expenses per Year	87.50 to 122.50

To Students from Other States.

Total School Expenses per Term	\$ 31.00 to \$ 55.00
Total School Expenses per Year	105.50 to 140.50

As stated above these are not mere estimates, but the actual cost as recorded in the accounts gathered from various boarding clubs, from College Hall, and from the list of private families who take boarders.

The records further show that the average necessary cost of a year's schooling at Marshall College is less than \$125.00.

This, of course, does not include "pin money," clothing, traveling expenses, entertainments, etc., but these do not come under the special heading of "necessary expenses;" they are necessary whether at school or at home, except that they amount to more when at school, owing to the extra attention paid to them.

Can any one complain of these figures, or find any school city the size of Huntington, which offers young people an education at lower rates than the foregoing?



COUNTY GROUPS

GLEE CLUB

By "expenses," as outlined above, we have reference to the regular Normal and Academic courses. Our special courses in which tuition is charged all students irrespective of what states they come from, are the special courses in Art, Oratory, Vocal Music and Instrumental Music. See Parts VII, VIII and IX for these subjects.

DETAILS CONCERNING BOARD.

I. CLUB BOARD.

This style of boarding has come to be almost the only kind of board for boys and young men in the best schools of the country, for these reasons:

1. It is cheaper than any other kind, because it is "board at cost." Private board owing to high rents and the high prices of food-stuffs, has gone beyond the reach of nine-tenths of the young men who go away from home to school.

2. It is the social way, the college boy's natural way to board.

3. It is the only way by which young men can have just what they want,—as much, as little, as cheap, as expensive, when, and how—and that means it is the nearest approach to American ideas of board.

4. It is a most potent factor in cultivating a college spirit and college sentiments and opinions, a means by which college life is enabled to assert itself, to stand out by itself as opposed to the college lifelessness, the lack of college individuality which characterizes those schools in large cities where the student body distributes itself at the close of each day into so many quiet dens, absorbed in the greater life of the city, thus giving no opportunity for the crystallizing of college sentiments and opinions.

5. It has practically all the advantages of private board, since in this case—club board—the students have their rooms in private families and come in close touch, in most instances, with the home life of the family, the only difference being that, instead of eating with the family, they go to the home of the family that conducts the club, for their meals. Hence it is necessary to get out of doors at least three times every day or miss a meal, which is not common with students. In case of sickness meals are carried to the student by friends in the club, and the attention of the mother of the family where a student rooms is always at command in case of illness.

6. It is eminently respectable in every way, as much so as any other kind of board, and is the kind of board all the leading schools of the country are adopting for young men.

CLUB MANAGERS: These are selected as nearly as possible from those most in need of financial help, and always from the sen-

ior class if there be a sufficient number in that class really needing the help, if not, then from the junior class; but in selecting them we feel under no obligation to select some one unsuited to do that work, no matter how seriously he may need help.

It is not every young man, by any means, who can successfully conduct a club, any more than can every man conduct a business successfully. So, when a senior possessed of the requisite qualifications cannot be found, a junior will be chosen, or if no junior to suit, then a lower classman.

A "Club Manager" should have these qualifications:

1. He should be thoroughly honest.
2. He should be cordial and direct in all his relations.
3. He should be a good business young man.
4. He should be economical, cautious, and industrious. No lazy, careless, haphazard person should handle a club.
5. He should be a judge of eatables; a close watcher of the markets, and a close but pleasant buyer.
6. He should be a leader, a born one.
7. He should be a good mixer, but not of the political type; rather of the straightforward business man's type.
8. He should "stand well" among his fellow students and have the respect of the faculty.
9. He should be absolutely clean morally and in every other way.
10. He should be a good collector.
11. His work in school should be of a high order.
12. He should be a good fielder, organizer, and financier.
13. He must be a good student, and a deserving, worthy, young man.
14. All things else being equal a senior is first choice, a junior second choice, a third-years-man third choice, and so on.

Each club manager is, ex-officio, member of the faculty boarding committee and as such must assist in whatever ways that committee find necessary.

Each club manager must also regard himself as assistant to the principal in the field work of the state and is expected to cooperate with him (the principal) in such ways as seem best for working up the attendance of the school.

No student is given a club who has not attended this school before and has proven himself capable.

Each club manager will be expected to keep the principal informed of any and all irregularities in the club, report the name, place of rooming, and name of family with whom rooming, of every student immediately after entering his club; report any changes in his place of rooming, any misbehavior at the club, or other irregularities the principal should know; notify the principal immediate-

ly after any student has left his club and where he has gone, and report promptly all cases of illness or irregularity to meals from other causes, occurring in his club. And any club manager who is found neglectful of any of these duties will be replaced by the next one below him on the list. This has not been done during former years, partly because the principal has not insisted upon it and partly because managers were not notified. Hereafter, however, **weekly reports** must be duly sent in to the principal, made out in due form on blanks furnished managers by the principal, and any one failing to make such reports will be removed as manager.

The boarding committee of the faculty reserve the right to appoint and to remove for cause all club managers, fix regulations for the clubs, and rule who may and who may not board in a club, it being the purpose of the committee that only those approved by them shall take meals at a club. Of course this means that all students who properly conduct themselves in the club may board therein, but it does not mean that any one, regardless of his connection with the school, can do so. And when the manager is directed not to admit, or longer permit to remain in his club, any person or persons, such person or persons must be denied admittance **at once** on penalty of the removing of the manager or the closing of the club.

The committee never has interfered to any extent, nor is it their purpose to interfere so long as possible, for these matters should be handled by the students as far as possible. But they reserve the unqualified right to interfere at any time and to any extent deemed advisable. This is necessary for the good of the clubs and of the school.

CLUB MATRONS: Clubs may be opened only at such places and under such matrons as are approved by the committee. And the matrons are expected to keep that part of their homes (for all clubs are in the homes of the club matrons) used by the club in clean, neat, tidy, and attractive condition, prepare all meals in the best possible shape, work in harmony with the manager, advise and consult with him on all matters pertaining to the club, serve the tables well and keep the linen and other table ware in clean, orderly, and inviting condition.

They shall also see that all members of the club are orderly when in or about the club home, mannerly and gentlemanly in all their bearing and conversation, and that the atmosphere of the club shall be as nearly that of a well-regulated home as is possible.

The club matron is also expected to be a lady of sufficient refinement and carefulness to command the esteem and confidence of the club, and she is expected to know how to keep the affairs of the club in the same confidence as a discreet mother would her own home affairs. **Under no circumstances** should a gossiping tongue, a meddling brain, or a careless hand be placed at the head of a

students' club. Tattlers, blatherskites, and slovens cannot be tolerated, and if found to be such, as matrons, the club will be taken from them.

II. IN COLLEGE HALL.

THE HALL AND ITS SURROUNDINGS: On the completion of the new west section of the college buildings they formed one continuous block of five sections, facing 400 feet on 3rd Avenue and College Avenue, 140 feet on 16th Street and 54 feet on 17th Street.

The three west sections are given up exclusively to school work and the two eastern ones to dormitories for young ladies. These two eastern, or ladies' dormitory, sections are known as College Hall, which includes three wings, arranged in the form of a double cross, the central division extending east and west, the eastern and western divisions north and south. The dimensions of these divisions or wings are as follows:

The most eastern one, 26 x 55 feet.

The most western one, 40 x 70 feet.

The central one, 40 x 73 feet.

Each wing is three stories high besides a full basement story half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement, it always remaining perfectly dry no matter how wet the weather. It is the most airy, the most healthful, and, in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad, paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction, in the opinion of many visitors the most delightful, as well as the most beautiful, spot they have ever seen, not overdone by attempts to make it artistic, but naturally beautiful, and made more so by judicious contributions to nature's efforts, through the hand of man.

All main hallways extend through both wings, and all floors are reached by the same stairways—two. On the third avenue, or front side, is a double veranda, 54 x 14 feet, and on the rear, connected with the Principal's rooms, is one 22 x 8 feet.

The Hall is connected with the regular school buildings on first floor by means of double doors, which when opened make the school hall-way continuous with the College Hall hall-way, the entire length being nearly even 400 feet. When the school is not in session these doors are left open to give the young ladies of the Hall plenty of room for promenading.

On second and third floors College Hall is not connected with

the school buildings, a heavy brick wall with neither windows nor doors separating the two above the first floor.

This hall cost, including furniture, \$60,000.

The arrangement of the Hall is as follows:

The basement is given up to furnace room, cellar (under dining room), and laundry.

The First Floor is occupied by two stair-cases the double parlors, matron's rooms, 'phone room, pantries, kitchen, dining room and hall-ways.

The Second Floor is occupied by the Principal's rooms, the guest room, 16 girls' and teachers' rooms, a bath room, stair-cases, two cross hall-ways and the main hall.

The Third Floor is occupied by two bath rooms, stair-cases, one main and three cross hall-ways, and 22 girls' and teachers' rooms.

The smaller rooms for girls are 12 x 16 feet; the larger ones 26 x 18, and there are intermediate sizes.

WHO MAY BOARD IN THE HALL: Most of the lady teachers board in the hall.

Lady teachers have rooms on both second and third floors. All teachers and students have the same arrangements about board, and all eat at the same time and at the same tables, one or more teachers at each table.

Only regular students and teachers are allowed to board in the Hall. Brothers, sisters, parents, and others may visit for a brief season, but in no case except sickness are they expected to remain any length of time.

It is a home for lady students and teachers, and is so arranged that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hall-way for an exercise space when the daily sessions of school are closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though they may, when the dining room is not crowded, take their meals at the hall.

So much do parents and young ladies appreciate the advantages and conveniences offered by this Hall, that for four years past all hope of accommodating every one who calls for room in it has been abandoned, and each year from twenty-five to fifty have to be turned away. So numerous have been the calls for room in College Hall for the last two years that the need for a new hall has grown almost imperative, and a new one of like size, with the one we have, could be filled the first year if it were only known that we had it.

CONVENIENCES: The building is heated by steam and lighted by natural gas,

Hot and Cold Water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute; this heater is so regulated that by keeping a small gas jet burning all the time, a number of other jets are set a-burning the moment a hot water spigot is opened anywhere in the building, and hot water in abundance may be had at any moment night or day.

All Bath Rooms have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

There is a Laundry in the basement, with slate basins, stove for heating irons, and hot and cold water connections. Here in strict privacy from public gaze, young ladies who prefer to do so, may do all or a part of their laundry work if they choose.

Both Mutual and Bell telephone systems are connected with the Hall, and through these, the Western Union telegraph system, thus placing the occupants of the Hall in communication with all parts of the world. Long distance 'phone connections are also a convenience of the Hall.

In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large veranda roof, 14 x 52 feet, to which access is made by four double windows, two large single windows, and a double door, from which roof escape is easy by ladder or by rope.
2. Through the principal's rooms, and the rear veranda, 8 x 22 feet, from which escape is easy by ladder or rope.
3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.
4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet, the pressure being so strong that it takes two muscular young men to handle each when the water is turned on in full force. In case of a stampede there are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

In addition to the conveniences named above the following are worth considering:

1. Street car connections with all parts of the city and adjoining towns, the cars passing by the college gate, only 300 feet from the Hall.

2. The large, beautiful grounds for promenading, athletics and lounging.

3. The long hallway, over 300 feet, for promenading in bad weather.

4. The college library and reading room, which will be open every Sunday afternoon hereafter, for the hall girls, and is always open on Saturdays, as well as on school days. This is on the first floor of College Hall.

5. The immediate connection of the Hall with the school building, girls thus being able to pass from the Hall to class-rooms, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

6. The large front veranda, 14 x 52 feet, a luxury indeed, summer and winter.

7. The college parlors, which are open to all Hall students.

ADVANTAGES: 1. The protection assured young ladies against undesirable company, male or female.

2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.

3. The oversight of a matron, whose sole duty it is to care for the girls, to live for them.

4. Care and attention when sick.

5. Assistance when shopping.

6. Chaperons who can be trusted to diligently serve the young ladies.

7. Board at reasonable rates.

8. Opportunities for associating with the instructors of the school.

9. Facilities for culture in the way of receiving company, preparing for company, table manners, hygienic culture, dress, conversation, etc.

10. Counsel and advice from the principal, whose rooms are in the Hall.

ROOMS: The rooms are furnished with bedstead, mattress, wardrobe, dresser with mirror, chairs, table, light and heat. Students are required to furnish their own bedding, (except the mattress) their own napkins and towels, and keep their rooms clean and in order. The simplest rules of hygiene demand this arrangement.

All rooms are furnished with drop-light gas lamps with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after girls take possession of a room is paid for by the occupants of the room.

While there is very little difference in the advantages derived from the location of the various rooms, some preferring one floor, some another, some preferring this room, some that, yet there is some difference in a few instances and the room rent has been sched-

uled so as to average these differences.. It is our opinion, and an opinion formed after having our own rooms on the second floor of the Hall ever since it was completed, January, 1898—that the third is preferable in every way to the second, unless it be in case of fire, and with fire escapes on every floor, and large hose, 60 feet in length, with enormous water pressure for preventives from danger in this respect, there is little more danger on the third than on the second floor.

We should prefer the third floor for three reasons: It is warmer in winter, it is much more quiet, and the ventilation is very much better because the long hallway on that floor extends the entire length of the Hall and has a large double window at the end. But every girl has her own ideas about such things.

Six of the lady teachers have rooms on the third floor and three and the Hall matron on the second.

Wherever the room be located, there is practically no difference as to the healthfulness of the location, witness the remarkably small amount of sickness we have ever had in the Hall.

Located on a high terrace, in sandy ground, with perfect drainage in all directions, plenty of sewerage, fine circulation of air, excellent plumbing, and perfectly dry basements, with such conditions surrounding the buildings there is practically no reason why College Hall should not be almost immune against all ailments that come with lack of pure air, pure water, and proper sanitary conditions.

ROOM RENT—First Floor: Rooms No. C. and D. are rated at \$16. per term, two in a room (\$8. each); \$18. per term, three in a room (\$6. each); or \$20. per term, four in a room (\$5. each). These rooms are 18 x 26 feet.

Room No. 8 is rated at \$10. per term, two in a room (\$5. each). This room is 12 x 16 feet.

Second Floor: Rooms 21, 27, 28, 29, 31, 32, 33 and 34 are all rated at \$10. each per term, two in a room (\$5. each person). No. 21 is the lightest room in this list, but the partition separating it from the hallway does not extend to the ceiling, it being a section of the hall-way cut off by a wood partition eight feet high.

All these rooms are 12 x 16 feet.

Room No. 17 is one of the most desirable in the house since overhauled and both 17 and 18 thrown into one room, 18 x 26 feet. It is rated the same as Nos. C. and D. on the first floor.

Rooms No. 19 and 20, a suite, are rated at \$13. per term, two in a room (\$6.50 each), \$15. per term, three in a room (\$5. each), or \$16. per term, four in a room (\$4. each).

Third Floor: Rooms No. 41, 46, 47, 48, 49, 52, 56, 58, and 59 are all rated at \$9.00 per term, two in a room (\$4.50 each person). These rooms are each 12 x 16 feet.

Room No. 37, since 37 and 38 have been thrown into one large



COLLEGE HALL, GIRLS ON THE TERRACE IN FRONT

room, 18x26, is one of the choicest rooms in the house, and is rated at \$14.00 per term, **two** in a room (\$7. each), \$16.50 per term, **three** in a room (\$5.50 each), or \$18. per term, **four** in a room (\$4.50 each).

Rooms 39 and 40, now that a nice large arch has taken the place of a door between them, have become a desirable suite, and are rated at \$12. per term, **two** in the suite (\$6. each), \$13.50 per term, **three** in the suite (\$4.50 each), or \$15. per term, **four** in the suite (\$3.75 each).

Rooms No. 42, 43, and 44 (three nos. or doors to **two** rooms) may be used as a suite at \$12.50 for **two**, \$14.25 for **three**, or \$15.50 for **four**, per term. Room No. 45 is rated at \$10. for **two**, (\$5. each).

Suite Nos. 50 and 51 is rated at \$14. per term for **two**, \$15.75 for **three**, and \$17. for **four**. This suite has a large and airy bed-room, a nice light work room with beautiful view, and is immediately at the head of the east staircase.

Room No. 54 is the S. E. corner room with two windows, fine view, exposed to the morning sun, and near the head of the staircase. It is rated at \$10. per term, **two** in a room (\$5. each).

Room-rent is never refunded except when the girl who leaves before a term closes can find another girl to take her place in the hall, in which case the girl may pay the one who is leaving the room for the unexpired part of the term; the reason is quite evident when explained: There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before the term closes, not only has some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is much less than is necessary to keep the hall in order, the state is obliged to enforce a rule of this kind to protect itself against the loss of needed funds.

Room-rent in College Hall averages just half what it averages in the city, and the expenses of running the Hall are more than double the income from the room-rent; but, thanks to the state, this additional expense has always been met in the interest of the young ladies.

So numerous are calls for rooms during the last three years that to be sure of one a girl should engage her room some time in advance of the opening of the term, and "engaged" means "paid for" not merely "spoken for." First paid for, first served, is our rule.

All available space in the hall for the spring term is always engaged two or three months in advance, and a number of rooms for the year 1905-06 were paid for early in the preceding school year.

No room is intended to accommodate fewer than two girls, and some suites are expected to accommodate three or four; but should any girl wish a room to herself, she can be accommodated by paying

the rate for two girls, unless there are more calls for room than we can accommodate in the other rooms.

The two girls in a room may have two single beds or one double bed, as they prefer.

DAMAGE FEE: A Damage Fee of \$2.00 is deposited by every student on entering the Hall. This fee is refunded when the student goes home, provided no unnecessary damage has been done to the room, the furniture therein, or to any school property about the buildings, in which case that part of the \$2.00 is returned which remains after settling damages. If at any time damage amounting to more than this fee be done a new deposit must be made.

Room Rent and Damage Fees are both payable to Mrs. Means, the Hall matron, who collects the table board funds, whose office is in Room 16, on second floor, see statement under head of Table Board. Mrs. Means collects all funds for the Hall and refunds any money that is to be returned.

Before Damage Fees are returned the student must satisfy the Hall Matron that no unnecessary damage has been done, or if any, let her assess the amount, deduct the same from the \$2.00 Damage Fee, and return the balance. Before the Hall matron can give this statement she must satisfy herself that her report is correct; for if damages not already accounted for be discovered at the end of the year, the principal will hold the Hall matron responsible therefor and deduct the amount from her salary, before final settlement with her. It is required, therefore, of the Hall matron, that she know exactly the condition of a room and the furniture therein when a girl moves into it, and keep posted as to who is responsible for all damages outside of rooms, such as in hall-ways, on verandas, in parlors, etc. Broken chairs, settees, sofas, etc., etc., are paid for by the careless ones responsible therefor.

Damage Fees will not be returned hereafter for some days after the adjournment of school, thus allowing the matron plenty of time to inspect the rooms.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bathroom. These cause overflows which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. This will apply to teachers or students. Teachers and students who are so careless of the interests of the State should and will, make proper returns therefor. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways:

1. Economy in the use of lights. Common honesty toward the state would require that no lights be kept burning when not necessary, just as in domestic economy.

2. Care of furniture. All necessary breakage or destruction of property either in the school or in the Hall should be studiously avoided.

3. Windows should always be closed when leaving the room, except when out for just a moment. No one knows when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.

4. Turning the heat on and off in the register, which invariably causes leakage, and damage to the room below.

5. Caring for the walls, by refraining from driving nails therein, or tacks, or in any way abusing them.

6. Window shades should always be left above a raised window to prevent the wind from threshing them about or the rain from soiling them.

Neglect for such things as enumerated above, or of any other feature of caring for the Hall, will be paid for by the one or ones responsible therefor, for there is no excuse for either careless or willful neglect.

TABLE BOARD: The cost of board in College Hall will remain the same as during the session of 1904-05, unless some unexpected failure of crops renders food-stuffs so high that an advance in rates would be necessary to insure good board. All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs. None goes toward furnishing the Hall. Bills for furnishing are paid out of the charges made for room-rent.

TABLE BOARD IS \$10 PER MONTH OF FOUR WEEKS, and is payable in advance to the Hall Matron, Mrs. Means, at Room No. 16, second floor. No deduction is made for paying board for more than one month at a time, as it requires every dollar of the income from this source to keep up the table, and by the table we mean the food and service, as stated above.

No deductions will be made for table board for a shorter period of absence than one week, unless it be the closing week of the last term, when "days" will be considered. For example: If the last month of this term have but three weeks and three days the board for the month would be \$8.55, instead of \$10.

If a girl live near enough to spend every Saturday and Sunday at home, her rates are arranged by the month, in advance, according to agreement between her and the matron.

ONLY SEVERE ILLNESS will be regarded sufficient cause for

absence when weekly deductions from table board may be made. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in bookkeeping.

Meals will be served in girls' or teachers' rooms when the Hall matron deems it a case worthy of such attention though this must be limited to cases of illness of such a nature as to require extra care. Little headaches and like petty ailments are not to be construed as worthy of attention of this kind.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies; it is entirely free from the most objectionable features of a boarding school such as are connected with, or go to make up, schools not under state control.

It is not a place to "make money" off the young ladies. The State of West Virginia is not in the business on such a plan. Those who have oversight of the Hall are in the employ of the state, and their salaries are the same,—not a cent more or a cent less—whether there be five young ladies in the Hall or one hundred. They are interested in filling the Hall with young ladies only for the young ladies' sake and for the educational value they are to the school. All of them, (the faculty), pay their board at just the same rate as the young ladies, regardless of the number in the Hall. Hence, those whose business it is to fill the Hall with young ladies, do so, not that it means anything to them any further than the good of the young ladies and the added educational strength they give to a school, but as a duty.

The purpose is, to make the Hall as nearly as possible one big family, each as much interested as every other in caring for the building and furniture, each equally interested in pleasing every other member, and each equally interested in everything pertaining to the welfare of all, ready to obey because it is the proper thing to do, and most careful to do nothing that would bring pain or discomfort to any other.

Be it said to the credit of the young ladies of the Hall who were with us during the past session, there was much more of the cordial, homelike, self-governing spirit, than we have ever had before, and there were more girls than ever before in the Hall. The real wonder is, how so little of unpleasantness could be possible with the number of persons and the diversity of natures where so many are housed in one building. It is gratifying to note, however, as one explanation, that the class of families represented has been gradually on the up-grade from year to year, till we now number among the patrons of the Hall some of the best families of this and other states. But whether wealthy or humble as to this world's goods, the spirit of cordiality is the same as if all were equally blessed with financial possessions. There is no discrimi-

nation or favoritism because of these things; all are on the same footing, and those possessed of more of the means that minister to material comforts vie with the rest in trying to do something to make all about them happy. Indeed the popularity of the Hall is largely due to the disposition of every one therein to try to make new girls feel "at home" at once, and all girls happy.

GOVERNMENT: What about rules and regulations, the reader may inquire. We answer: None if at all avoidable. At most, just as few as possible. Well organized families need none, except the unwritten laws of obedience, propriety and order, and the fewest possible, the better in any organization.

To be, and act as, a lady, under all circumstances, is the only requirement; and entire respect for the opinions of those in authority in the Hall is the preventive of rules.

PARENTS will please take notice of the following, which will be observed to the letter:

1. If they send their daughters, or others, for whom they are responsible, here, they must send them wholly subject to the method of conducting the Hall which the faculty deem best. The moment a parent begins to interfere he will be invited to take the daughter away, for while under our care we must decide what is best, and not he.

2. Young ladies do not receive callers at the Hall. Every Saturday evening the Hall is open to young gentlemen who are invited by the chairman of the Hall committee. Any young lady is permitted to request that any particular young man be invited, but the lady chairman, just as a parent in the home should do, must decide whether the young man is of a character such as should be permitted to associate with the young ladies of the Hall; if not, his name is stricken from the list without further explanation.

These Saturday evening socials are under the supervision of the teachers and matrons, and continue from 8 to 10 p. m.

3. Now and then a parent writes,—at the request of his daughter, of course,—to the principal, requesting that a certain young man be permitted to call on his daughter whenever the daughter wishes it. Such requests are kindly, but studiously ignored, because what one parent requests all have liberty to request, and a "pretty mess" we should have of it if such requests were complied with. One can hardly conceive of a sensible parent's making such a request for a daughter away at school, but unfortunately there are such thoughtless ones. Happily, however, nearly all parents send their daughters here to study, not to entertain young men, and when they ask for favors they thoughtfully add. "If this does not conflict in any way with your regulations, and if so, please ignore it." We have no trouble with the girls whose parents write this way, or seldom do. All such requests should be addressed to Mrs. Laura Means, and not to the principal.

Calling on the young ladies of the Hall is permitted when and to

whom the Hall matron sees proper, and she is a most reasonable lady.

As a rule, however, all calling consistent with school propriety and with good work, can be done at the Saturday evening socials.

4. Study Hours are from 2:00 to 4:30 p. m. and from 7:00 (7:30 in late spring), to 9:45 p. m., during which time no visiting is permitted, and quiet must be maintained. This is essential to good study.

5. Leaving the Grounds is allowed only when permission has been obtained from the Hall matron. We must know where the young ladies are if we are to be responsible for them.

6. Parents often give permission to their daughters to go out to spend the night in the city or neighborhood. This may seem a simple permission to them; but we who know the city and its people better than they, deem this a very unwise permission and it cannot be given. The daytime is long enough for city calls.

7. Some parents permit coarse, rough, drunken, even indecent young men to call on their daughters. If they wish that, they must not send them to the Hall, for only decent, refined young men, or those who are conducting themselves in a manner that will not bring reproach upon those on whom they call, are permitted, so far as we can find them out, to mingle with the young ladies at their evening receptions.

8. We must use our judgment as to where young ladies are to go, who goes with them, and how often. If close to the city, of course, young ladies are permitted to go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

We therefore very respectfully notify parents that when they send their daughters to the Hall they must send them subject to the government of the Hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our Hall government, they cannot be granted.

9. Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance.

NO FATHER OR MOTHER who knows anything of the advantages of school days spent in a Hall where there are educated teachers, kindly matrons, considerate young ladies, the oversight of the principal of the institution whose interest as well as whose business it is to see that lady students are protected and cared for in every way, the counsel and sympathy of lady teachers who have only the good of young ladies at heart, safe company into the city when they need to go, unselfish advice when they wish to purchase anything or make other expenditures, trustworthy escorts to church, and every other convenience and protection that can possibly be had in the absence of parents, with all these, we repeat, that no father or

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mother who loves his or her child and would protect her, will hesitate a moment in deciding whether she should board among strangers who have little or no interest in her save for her money, or at a Ladies' Hall. Among strangers she is thrown with whatever company the family may have, be that of the class it may, (we teachers who select boarding places cannot always know that), and often no special interest is taken in her culture, she is classed with the society of those with whom she boards, and when sick, too often receives the attention that is accorded a soldier in camp, or less. How much better to be where teachers will see that she has the best of care and attention when sick, where her culture is made a matter second not even to her education, where her company is assured to be of the better class, and where she is among friends.

We cheerfully grant that not all boarding places are such as we mention. Not a few families have proven themselves as good and kind as they could be to our students when sick. But, unfortunately, this is a matter that requires the greatest precaution. It is all well enough to get board at reasonable rates. That is the right thing to do; but it is well also to remember that in this respect, as in many others, the cheapest can be the dearest.

Young women, especially, can exercise good judgment and economy nowhere with better results than in the selection of boarding places. Each year greater care is exercised in the selection of boarding places for our students, because we realize how much it means to them in more ways than simply "the board."

As a precaution, a means of social and educational culture, as security for careful attention when sick or needing assistance or advice in any way, first last, all the time, we recommend College Hall for lady students unless they have worthy relatives or friends in the city. Even then with many young ladies, and especially with the younger class, College Hall is the proper place if they would do their best work and be free from needless outside interference and hurtful influences in the way of detracting from study interest.

**Strange.**—Now and then a parent brings one or more daughters to the Hall and not only speaks in their presence of the probability of their getting homesick, but even stays in town one or more days to see whether they really do become homesick, (who would not, under such circumstances?) calls two or three times per day while here to inquire whether they are homesick and then finally leaves with the parting advice that if they get homesick they may come home. Odd! Odd in the extreme! Yes more. To one who has been trained in that "home school of obedience" which simply said "go," "come," or "stay," such latitude to children seems dreadful. Children with such instructions invariably are whiny, hard to please, hard to get along with, undesirable in many ways. If parents send children

here with liberty to do their own choosing (the children we mean) we prefer not to have them. Unless parents care to see where their children are going and those in whose care and training they are to be placed—which are excellent things to do,—it is better to send the daughters and give them a lesson in self-reliance in coming alone. We always want to know the parents, if for no other reason,—and there are many—to know how and to what extent to allow for the peculiarities of the child, for we all have our peculiarities.

Mrs. Means, the lady selected to take charge of College Hall as matron to the young ladies therein, is a lady of culture, of refinement, of the very highest Christian character, is kindness itself, has been a mother and has the sympathy, solicitude, and deep interest of a mother in her work here which any true mother has for her daughters. She is firm, but combines firmness with reason and kindness so fully that no reasonable girl can take any exceptions whatever to her ruling. Only one who has been a mother can do well the work devolving upon a matron in a position like this, for only such knows the delicate duties connected with caring for girls. Parents can with perfect safety and confidence entrust the oversight of their daughters to her, and in doing so feel assured that they will be cared for as thoughtfully as they are in their own homes.

Mrs. Everett, first assistant to the principal of the school, and a lady of maturity, dignity, culture, and scholarship, who also has known the feelings and experiences of a mother, assists Mrs. Means in all her work, both with her advice and her service.

In addition, there are several other lady teachers to share in the work of supervision when their assistance is needed.

It will thus be noted that practically every precaution has been taken to throw around our girls the best possible safeguards in school and out, so that not only may their residence here be pleasant and profitable, but that we may return them to their parents better than when they came.

Care is taken also to get rid of undesirable girls just as soon as we find them such, and we have no hesitancy in sending an unworthy girl home, without any ceremony whatever, just as soon as we are assured that she is unfit, from speech or act, to associate with our girls, or as soon as we find her more inclined to boys than to books, or to evil than to good. The place for such is not at this school and they cannot stay here.

Girls coming to the Hall must come subject entirely to the regulations therein. Suggestions from parents so long as they do not conflict with our regulations are kindly heard and carried out, if possible, but they must not run counter to the established rules for governing the Hall.

**NOTE:—All teachers and students who have rooms in the Hall**



CAMPUS SCENE—LOOKING EAST, SOUTH SIDE OF COLLEGE HALL.











CAMPUS SCENE—LOOKING EAST, NORTH SIDE OF COLLEGE HALL.

are expected to take their full board there; and when they wish to take even one meal per day outside, because of a capricious appetite, they will be expected to procure their rooms outside at once; there are too many demands for room and full board in the Hall to have some taking only part board. Both teachers and students are requested to ask nothing of this kind; it cannot, it will not be granted.

### III. IN PRIVATE FAMILIES.

Board can be had in private families from \$12.00 to \$14.00 per month, but students wishing board of this kind should correspond with us in advance to save time after their arrival.

### IV. CO-OPERATIVE BOARD.

This system of board, in its infancy at this school, may figure as one of the best in due time.

Briefly stated it is conducted as follows: Any number of ladies, from two up to as many as can be accommodated, rent a suite of rooms, divide the work of keeping them, cooking, buying, etc., bring as many things from home as possible, and thus save all expenses of service, supervision and other items which add to the cost. Under this system as tried so far, board, everything included, has been kept as low as \$7.50 per month, or \$2.00 to \$2.50 lower than club board. This means co-operative board for ladies, for gentlemen will eat about one to two dollars per month more food than ladies.

Sometimes brothers and sisters make arrangements of this kind and find it very cheap. In such case the father or older brother should come and select the house or the suite of rooms desired, as the boarding committee of the school might not always succeed in selecting just what is wanted, though they are always glad to help.

### V. KEEPING HOUSE.

In several instances, more each year, a mother or older sister rents a suite of rooms or a small house, brings several of the family, sometimes friends and relatives, and conducts regular housekeeping. Smaller children come also, now that there is a model department for children of all ages from five years up. This is the ideal plan, and cannot be too highly commended.

If only parents and young people would take pains to investigate, they would be surprised to find how many ways there are by which the best schools of the state can be made accessible to all who are anxious for an education. Particularly is this the case at Huntington, the largest town in West Virginia in which a state school is

located. Education, higher education, is coming more and more to be a matter of "wish" instead of "a way." The way is at the hand of practically every one who will look about and find it.

## PART XI.

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### GENERAL REGULATIONS AND SUGGESTIONS.

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#### GENERAL REGULATIONS.

1. Every student is expected to carry at least **three** regular studies, and **four** if he is able to do so, except in the following cases:

(1). Teachers who wish to carry one or more studies while teaching in the city or adjoining towns or rural districts.

(2). Married persons, very mature persons, or men and women, (young or old) who are engaged in business and cannot carry more than one or two studies.

(3). Students who wish to give special attention to music, art, or oratory.

(4). Those suffering from any physical ailment such as weak eyes and who furnish a physician's certificate stating such to be a real impediment.

These cases will be considered by the faculty, who insist upon the right to pass final judgment in all such matters.

2. Students from other states are required to pay tuition at the following rate. For **one** study \$2.00 per term. For **two** studies \$4.00 per term. For **three** or more studies \$6.00. They pay their enrollment fee of \$2.00 per term in addition to this.

3. Private lessons in any subject taught by the faculty will be given at the following rates:

|                                                 |      |
|-------------------------------------------------|------|
| One person only, per lesson, one hour .....     | 50c  |
| Two persons, each, per lesson, one hour .....   | 37½c |
| Three persons, each, per lesson, one hour ..... | 30c  |
| Four persons, each, per lesson, one hour .....  | 25c  |
| Five persons, each, per lesson, one hour .....  | 22c  |



More than five, each, per lesson, one hour ..... 20c

To regular students who wish to make up back work, one-half the above rates will be charged.

4. Students who come here for the purpose of carrying music only, art only, oratory only, or any two or more of these subjects, unless they live in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in those subjects.

5. All students, in whatever departments they may be engaged, are required to attend chapel exercises, which are conducted twice per week, Tuesday and Thursday, from 10:15 to 11:00 a. m.

6. No student is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee he or she will be notified at once to move, on penalty of being dropped from school.

Mothers and fathers of the homes where students room are expected to look after such details as are consistent with the situation, to treat them as they would have their own sons and daughters treated were they away at school or dependent on strangers for room and such courtesies and kindnesses as should be shown a boy or girl away from home.

They are expected also to report promptly and fully every case of unnecessary abuse of furniture or house when prompt reparation is not made to them by the student; also all irregularities of hours, noisy company, an unnecessary amount of company, unnecessary noise in rooms or the undue soiling of them.

Students are expected to exercise more care in the use and enjoyment of the homes in which they have rooms than if they were at home, avoiding always any thing that would cause unpleasantness in the homes where they are located. If things do not suit them they should prefer their requests in a most kind and courteous manner, and if not complied with there are always other places. But both students and the parents of the homes are expected to meet each other half way in all matters of difference without jar or friction.

7. When a student wishes to change his boarding or rooming place, permission must first be obtained, if a gentleman, from Mr. Fitzgerald, if a lady, from Miss Johnson, and satisfactory reasons therefor must be given. They must give the number of the house and the name of the family so that the committee may intelligently pass upon the advisability of the change.

There are several reasons for this regulation. Those refusing to comply with it may expect their names to be dropped from the roll of the school at once. We cannot be responsible for the success of a student unless we have something to say about his boarding place,

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for with whom he boards is a matter of first importance to a student's success.

The boarding question is an important one but can easily be settled after one reaches the college unless one wants to board in the Hall, in which case it is important to attend to this matter early.

It is well, especially if you are a young lady, to let us know on what train you will arrive unless there is someone with you who knows the city.

Students are not permitted to board or room in those parts of the city where either the water is unhealthful, or the surroundings undesirable. Searching investigation of the premises where students board and room will always be made before locating them. It is often too late afterward.

Students are expected to report to the principal's office for enrollment within **twenty-four** hours after their arrival in the city, and sooner if convenient.

Every student who does not board in College Hall is expected to report to the principal the number of the house (street number) and the name of the family where he has his room and where he takes his meals, within **twenty-four** hours after enrolling. Failure to attend to this regulation will be followed by investigation, and, if premeditated, suspension or expulsion.

Enter on the opening day of the term and stay till the term has closed.

8. A rule of the state board of regents requires that juniors and seniors shall be limited to five full studies,—25 regular recitations per week,—and under no circumstances shall they carry more than this for a longer period than one term within these two years, and then not more than six studies for that one term, and this shall not be permitted except with the **unanimous** consent of the faculty.

9. There are few offenses against the successful work of a school that are regarded more serious at Marshall College than those of irregularity to classes without good cause, or leaving the building before one's recitations for the day are over without notifying the teacher or teachers of said class or classes. Such things will not be tolerated; and if persisted in will be punished severely. Several young men have been expelled for such things, and others will be if found guilty.

Not only is a student expected to be in school every day he is at all able, after enrolling, but he is expected to be present at every recitation unless excused by the teacher.

Under no circumstances is a student permitted to change from one study to another, drop a study for any reason, or take up a new study, without consulting his "class officer" and getting his written permission.

When a student withdraws from this school or any of its five branches, or is dropped by the faculty, for cause involving his integrity, honor, or other like reason such as disobedience, good-for-nothingness, etc., and wishes to enter any other of the state schools of West Virginia, he must present a written permit to do so from the principal or president of the school from which he has withdrawn or has been dropped, before he can enter.

All students who have not been in this school before and are not vouched for by some member of the faculty must bring a letter of recommendation from some thoroughly reliable citizen not related to them, on presenting themselves for enrollment.

Very many parents and young people write us to inquire about appointments. Do not forget that no appointment is needed. That is all attended to after students arrive. Simply get a letter of recommendation, for that is necessary for all new students.

11. Every student is expected to notify the principal before leaving the city, whether temporarily or to withdraw from the school, and state the reason. In no other way can the principal keep posted as to the whereabouts of students in order that he may answer calls for them by telegram or by friends and relatives. Any student leaving the city without the principal's permission may expect to be dropped from the rolls unless satisfactory explanation be made in due time; and anyone withdrawing from the school without giving notice of the time and cause, may expect to be denied re-admittance at any future time, unless due explanation be made.

12. The use of tobacco in any form on the school grounds, the frequenting of saloons, or the drinking of intoxicants while a student, no matter whether on or off the grounds, in the city or out of it, will be treated as offenses of sufficient gravity to require withdrawal from school, or, in case of extenuating circumstances, suspension.

13. Good students are in their rooms after dark and during other study hours except when they can give an entirely satisfactory reason for not being there.

No student ever got any inspiration to study by lounging on the streets. Lounging is usually the beginning of "failure."

Hotel lobbies are about the least respectable resorts in the world for students. Avoid them.

Every good student is at his books at least two hours every afternoon and at least three hours every night. Any less than this means not up to the standard—not a success.

14. Sometimes parents who send children here to school send us word to look after all expenses and send bills to them. We are glad to do this, but every student should have his \$2.00 "Enrollment Fee" with him when he enrolls. By so doing much inconvenience in bookkeeping can be saved us. Please do not forget the regulation which requires that the "Enrollment Fee" must be paid before the



student can enter his classes, also the "Tuition Fee" in case of students coming from other states.

Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home then pay his bills, by checks, or should, on arriving here, draw a check on his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by checks thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk but is more business-like and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

Parents who wish their children's money handled by some one connected with the school can make such arrangement by writing the principal, who appoints a member of the faculty to assume this responsibility and keep an itemized statement of all expenses and for what purpose made. Blanks for this purpose are kept on hand.

15. In no way, seemingly innocent in itself, can a strange girl cause a whirl of unsavory gossip about herself any more quickly than by buggy-riding with a gentleman or with a "loud" woman in a strange town of any size. Once we have been compelled to send a girl home from this school to silence such things. Consequently, only with lady members of a family or relatives who live in this city, or with the permission of Mrs. Everett, dean of women, is a lady expected to go buggy-riding while a student here. Girls must not forget that they cannot do as they do at home, when attending school. The public eye is especially critical of a girl student away from home.

If you choose questionable associates you yourself become questionable at once. Men of a kind, and women too, naturally attract each other. You are judged by your associates no matter what excuse you make. The first "pointer" as to your character the principal gets after your arrival here, is the students or the city people you select as your associates.

16. Now that the school is much too large for the principal to act as personal adviser to all students in all things of lesser moment, each student on enrolling will be furnished with a card stating which member of the faculty is to be his personal adviser, and he will consult that teacher in all matters in which he needs counsel, and the teacher will consult with the principal in all cases requiring especially careful decision. Of course the principal will always be approachable to all students when they wish to advise with him. Every student should know the principal, personally, and he should know every student personally, if possible, know their home life, their financial and social situation, their ambitions and their limitations. Unless he do, he cannot know their needs either as he would like to know

them, or as he needs to know them to do his best by them as students. One of the first things, therefore, a student should do after entering school, is, to have a plain talk with his consulting instructor, and as soon afterwards as possible, with the principal or president. Tell them your situation and your aspirations, my young friend, and you will then be sure of justice when your name comes up before the faculty. You will be sure of more; you will have two persons sufficiently interested in you to favor you when opportunity arises, to look out for helping you in the way you most need.

### SUGGESTIONS.

1. Come the full year if possible.
2. Get acquainted with the best students.
3. Join one of the literary societies within the first month after entering.

4. Attend the exercises of the "Lecture Course."

5. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty. We like and the students like enthusiastic boys and girls.

6. Good study means a good appetite, a good appetite means a clear head and a warm heart. In order to have the appetite one must exercise at least "one hour" each afternoon, and exercise vigorously.

Take plenty of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, not later.

Take part in athletics. It pays the school to have hearty, vigorous students, and it pays the students.

7. See that you are in the study hall at intervals between recitations. Lounging in hallways, on verandas, or on the grounds between 8 a. m. and 1:15 p. m. may result seriously.

8. Take the full course. It pays. The world likes a boy or girl who completes, who finishes things.

9. Never write on the walls or on the furniture of the buildings; no matter what one writes, this is always an evidence of grossness.

10. Uncombed hair, unblackened boots, soiled collars or shirt bosoms, carelessly tied neckties, untrimmed (at least uncleaned) finger nails, unclean teeth, unbrushed clothing, walking or standing habitually with hands in the pockets, a slouchy walk, these are the marks of inexcusable carelessness or of unpardonable neglect, and go to help unmake a gentleman.

11. To expectorate on anybody's floor, private or public, whether it be in one's home, in another's, or in a public building, is indecent, vulgar, dangerous, and in many places criminal.

12. Always take off your hat to your teacher when you meet him on the grounds, on the street, or elsewhere out of the class-room.





BASKET BALL, TEAM



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Do this for your own sake and for the sake of the tone of the school, if not for the teacher.

13. Read the list of text books used in this school, (see under that head in the index), and bring those books that can be used here.

14. Do not forget that special railroad rates can be gotten when as many as ten come from any one point.

15. Never go off and leave your books lying in the study hall or anywhere else about the building. They are not too heavy to carry with you, or should not be. We cannot be responsible for losses thus incurred.

16. Learn the rules of the library before taking advantage of library privileges.

17. If you come to board in College Hall, see that all bed-clothing and all wearing apparel have been carefully examined, so that the unnamable insect which gets into the best of homes now and then,—the “cimex lectularius” as zoology calls it,—may not come with you.

The Hall is thoroughly renovated every summer, once in June and once in early September, thus assuring ourselves that it is in first-class order. The beds are thoroughly attended to once a month during the school year also, and the girls who room in the Hall are expected to do the rest.

Boys and girls coming to room in the city in other people's homes should always look out that they bring nothing of the kind into those homes, and if they find them already there they should report at once to the mother of the home.

18. Do not hesitate to come to school because you are out of your teens or twenties or thirties even. If we had our preference we should have no graduate under 21. It is much easier to find them good positions when mature. Every year we enroll students who are married, who realize that when an education is needed there is no age limit.

19. Make your school your home. Treat it as your home and it will so treat you. You will be received just as you receive others, loved just as you love others. Be loyal to your school and your teachers, and help make the school a part of yourself as well as yourself a part of your school. Let your motto be: “I'll do everything in my power to make the school glad I am a part of it and myself glad that it is a part of me.”

20. If any one wants informaton not given in this catalogue write for it and we shall promptly answer.

21 **GOING TO SCHOOL:** A few years at the head of a school of a few hundred students gives one a deeper insight into the aimlessness, the lack of well-defined purpose, the meaninglessness, the drifting tendency, the lack of persistence, the helplessness, the good-for-little, and, in too many cases, the good-for-nothingness of a large

per cent of young people. It is truly dreadful to observe and to reflect upon these things. It is no wonder there are bosses in our city, county, state and national political campaigns, in social competition, in business enterprise, in almost all departments of life. To contemplate the situation one can not help excusing monopolies, trust magnates, princes of finance, and bosses great and bosses small to a large degree. All these are but the natural outgrowth of a condition. There could be no bosses if there were not hundreds, thousands, millions who prefer to be bossed, or who cannot help themselves because they have carelessly, if not criminally, let their opportunities for meeting and crushing the bosses pass. What can we expect but bosses in all lines of work and in all situations so long as but a handful of our young people show any purpose in life, any genuine back bone, any real manly spirit of individuality, personality or independence? A pretty mess we'd have of it in some situations if we had no bosses; at the helm they are better than blubber back-bone, for all bosses have some well-defined purpose. They are not drifters, but pushers, pullers, leaders, men of ability of some kind and are willing to try to use it independently.

**22. FULL YEAR ATTENDANCE:** Only a few years ago was it the rare exception that students from a distance came to attend school the entire year. Now a large per cent of our attendance from a distance is for the full year; and what a difference in the work and in results! What a difference in the system and the thoroughness with which class work is done! What a difference in the entire work of the school and what a difference to the students in their relations to the school as well as in the thoroughness of their work! The class work is much better, the work is easier, and yet more thorough, the literary societies are better, there is much more reading and investigation, the College spirit is remarkably improved, the social feature is so much better it seems another place, the students enjoy the school better, like their schoolmates better because they have time to get acquainted with them, there is more homelikeness about it, there is more enthusiasm, chapel is more interesting and better, every phase of life and work in the school seems absolutely rejuvenated; why? Try attending school by piecemeal once and then try it by the full year and see why. The very atmosphere of the school changes for the better to both students and teachers for the simple reason that the school becomes the home of the students in a large measure; they are here three-fourths of the year; if here but one term the school seems more like a work-shop or visiting place. It takes time to convert a new place into homelikeness. It takes time to learn to like strangers well. It takes time to learn how to study. We candidly believe that more solid results are derived from one session of nine months than in fifteen months of broken attendance. Has the reader ever attended school three of four days per

week and missed one or two days per week? Has he missed about one recitation out of three? Or has he ever taught and had a pupil do these things? If so, how about the progress made? How about the interest in the work? This is the same thing, on a smaller scale, as attending school by broken terms.

There are thousands of young persons solving this problem this way every year. At Marshall College are at least fifty young men and women each year who solve this problem without any help. Some do janitor work at the school buildings, some manage students' clubs, some wait on table and assist in house work in private homes and boarding houses, (not simply girls, boys as well; indeed they are mostly boys,) some assist our city livery men, some work at the barbers' chair at evenings and on Saturdays, some do work on Saturdays, holidays and special days in dry goods stores, groceries and other mercantile houses, and so on through the list. The principal does his best to assist in procuring such places, but the majority of the boys who thus earn their school money skirmish around and find these places. Many of the young men get employment for the summer at wages much better than they can command at home, and stay here from one year's end to the next until through school.

Most of those who formerly came by single terms did so because they thought it impossible to do otherwise owing to their financial situation. In some cases it was almost impossible to do otherwise. But when the majority of those who were attending one term per year began to count the difference in the time required to finish their education in that way and by attending full years, they realized at once that it might be economy in dollars and cents to throw all their energies and time into the work, to count the gain by doing so, and then to see if there was not some way to arrange things to meet the financial requirements of coming here full years. A vigorous, earnest, promising boy or girl's head once set to work to solve a problem like this, solves it completely in more than nine cases out of ten. Indeed it is a matter very much more of the boy or girl than of money. What a boy or girl can do depends almost wholly on who he or she is, the material of which made; and what a boy or girl of good material decides to do because best for him or her to do, that is what he or she finds it possible to do when the cost is counted—that is what he usually does. Why do not more young men and women throw the whole power of their personality—their will, their business judgment, and their inventive genius—into the solution of this problem of pushing their education to a finish at the earliest possible moment? If they will but thus apply themselves to the solution of the problem, the number of those who attend school full sessions will be more than doubled at this school next year. My young friends, seriously consider this matter.

The janitor's work at the school is at least twice as much as one



man can do, but we never employ more than one regular janitor; all the rest of the work is given to students.

What kind of boys and girls are those who work to pay all or a part of their expenses? **Easily answered.** The fact that they are willing to do this work to educate themselves, really answers this question; they are among the very best students; they are respected for their energy and lose no esteem or social standing because they work; in the estimation of the principal and the faculty of the school they rank all the higher because they are willing to help themselves.

There are other young people here, quite a number of them, who borrow money from friends, relatives, or others, some take out life insurance policies and turn them over to those from whom they borrow till the money is returned.

Still others have other ways of getting through school. But the question is, **get through, and get through by attending full sessions if at all possible**—and there are **very few** with whom it is **not possible**.

With those, however, with whom it is **not possible** to come full years, we are just as deeply in sympathy; special pains are taken when they do come to give all the work they can do well, and to give them the studies they feel that they most need.

The final question is, whether it be by full sessions or by part sessions, **educate yourself.** Let not the mad rush for money that has so savagely taken hold of the people of all countries within the last decade blind any young man or woman to that most serious of all public questions for the young people of today, that question which appeals to all alike: **The young people of today are to be the citizens, the teachers, the ministers, the officials, the statesmen, the jurists of tomorrow;** do not forget that each succeeding generation is going to demand better educated people for these places; do not forget that more and more a man or a woman's education is to be his or her passport into good society, into positions of trust, honor, and money.

The question is not so much how soon young people educate themselves, though that means much, but whether they do it **at all.** We admire very much the push and sticking qualities of young people who come to us one term per year from session to session. To stick to a thing means very much. Many of the best graduates have been those who came but one term per year till they had reached their senior year. We want you, want you educated, and are glad to have you even one term per year. Come as much each session as possible, but **be sure to come.** We'll find classes for you and you'll find very warm friends. The very heartiest welcome to you at Marshall College.

## PART XII.

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### PRIZES, REWARDS AND SCHOLARSHIPS.

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#### AWARDED,—SESSION OF 1905-'06.

The "Grade Prize," \$5.00 in gold, was won by Miss Ethel Waddell, she having led the entire school for each of the three terms, with the following average:

|                   |        |
|-------------------|--------|
| Fall Term .....   | 96 3-5 |
| Winter Term ..... | 97 ¼   |
| Spring Term ..... | 97 ¼   |

The "Crumrine Prize," \$15.00, fell to two young ladies in the ratio of two to one. Ten dollars was awarded Miss Helen Randall of Harrison county, and \$5.00 went to Miss Tressie Hearholzer of Cabell county.

The "Beethoven Prize," a \$10 gold piece, was awarded to Miss Esther Crooks of Jackson county.

The "Mozart Prize," a \$5.00 gold piece, was awarded to Miss Eva Fling of Gilmer county.

The "Jordan Prize," a \$5.00 gold piece, went to Joe Davidson of Cabell county.

The "Furnell Wreath" went to the Virginian Literary Society.

The "Davis Silver Cup" went to the class of 1908.

The Inter-Society award, \$90, went as follows:

|                                 |         |
|---------------------------------|---------|
| To the Virginian Society .....  | \$55.00 |
| To the Erosophian Society ..... | 35.00   |

#### TO BE AWARDED,—SESSION OF 1906-'07.

1. The "Grade Prize," \$5.00 in gold, to be awarded to the pupil who makes the highest general average for the year 1906-'07, whose conduct is above question, and whose attendance has been first-class, that is, there are to be no absences from any class unless excused by the principal.

2. The "Cochran Prize," a \$10 gold piece, to the student who makes the most progress in the Department of Expression and whose work has been the most satisfactory for the entire year.

3. Five Dollars to the student in the Department of Expression who recites best "The Death of Sidney Carton" (Tale of Two Cities,—Dickens). Only students taking regular work in this department will be admitted to the contest for this prize.

4. The "Mozart Prize," \$5.00 in gold, to be awarded to the best all-round music student for attendance, punctuality, decorum, progress in music studies, application, practice, etc. This is open to all departments of music, but only to those taking music the entire year, "full time."

5. The "Crumrine Prize," \$15.00, for excellence in playing the classics, piano, open only to students in the piano department. This prize will be awarded in the form of payment in full for tuition in the piano department, for the spring term.

6. The "Beethoven Prize," \$10.00 in gold, for the best examination, written or oral, in the "History of Music and the Biography of Musicians," open only to students of the music department, to all divisions of it, piano, organ, band, violin, voice, etc., but only to those taking music the entire year, "full time." This prize will not be awarded unless there be at least five contestants for it.

7. The "Raphael Prize," \$10.00 in gold, for the best piece of work in colors, Art Department. This offer is made only to those taking regular work in art, and the work must all be done in the college studio. This piece of work must be on a card not less than 18 x 24 inches, or if of different dimensions, then of this area, and the color part must not be less than 12 x 18 inches or its equivalent in area.

8. To the student of art who produces the second best piece in color, size same as the preceding one, an award of \$5.00 in gold will be offered. This will be known as the "Rembrandt Prize." This piece must also be painted in the college studio.

9. The "Inter-Society Contest Awards," \$90.00 in all, for piano, recitation, essay, oration, and debate.

10. The "Jordan Prize," a \$5.00 gold piece, to be awarded the most successful student in the Greek division of the ancient language work.

11. The "Furnell Wreath," to go to the literary society winning the larger portion of the \$90.00 awarded at each annual inter-society contest.

12. The "Davis Cup," to go to the "class base ball team" that comes off champion in the inter-class games.

Awards Nos. 3, 4, 6, 7, 8, and 9 will not be made unless the proper spirit of competition is shown, and unless the efforts come up to proper standards of excellence.

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Two Scholarships, one of \$45.00 and one of \$55.00 will be awarded, the former to a member of the junior class, the latter to a member of the senior class. These will be awarded sometime in April of each year. The basis on which these scholarships are to be awarded will cover the following points:

Character.

Class standing.

Habits of study.

General decorum.

Financial situation.

Attendance and punctuality.

If at any time two members of the senior class rank above any member of the junior on these six points both awards may go to the senior class, and the opposite may occur.

These two scholarships are offered in memory of Mrs. L. J. Corbly, and will be known as the "Mrs. L. J. Corbly Scholarships."

It was at first intended to offer one \$100.00 scholarship, but after advising with others it was decided better to let two worthy young people benefit by the offer instead of one.

## PART XIII.

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### STUDENT ORGANIZATIONS.

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#### LITERARY SOCIETIES.

Up to the opening of the fall term, 1896, the literary organizations of the school were divided on the basis of sex, one for the ladies,—the **HYPERION**,—and one for the gentlemen,—the **EROSOPHIAN**.

This arrangement did not prove entirely satisfactory in a co-educational school and shortly after the opening of school in September, 1896, a movement was set on foot for reorganizing the literary societies, which resulted in the formation of just one society for both sexes, the name of which, the **VIRGINIAN**, was chosen from a list submitted by the principal of the school.

But it soon became evident that this did not meet all demands, especially to the ambitious. Differences arose, and were magnified into dissensions, and dissensions led to factions, one of which, under the brilliant leadership of that very remarkable young man, only in his early 'teens, Henry Deitz, withdrew from the **Virginian** society in the fall of 1897 and formed a new society, also co-educational, which took the name of one of the old societies out of which the **Virginian** was formed, the **EROSOPHIAN**, and this move put matters in a normal condition, both sexes in each, each on an equal footing every way, and hence ready for "battle" in due form.

It was then that the principal encouraged the "annual inter-society contest" which was immediately arranged for, he offering awards to the amount of \$50, to replenish the treasury of the winning society, four contestants to be selected from each society, immediately after the opening of the winter term, the selections to be made by the societies: One for **debate**, one for **oration**, one for **essay**, and one for **recitation**, the \$50.00 to be divided as follows: **Debate**, \$20, **oration** \$15, **essay** 10, **recitation** \$5.

There being no society rooms or halls at that time the enterprising young people used recitation rooms till the opening of the winter





Y. W. C. A. AND Y. M. C. A. OFFICERS.



term, 1900, when new halls in the new 1899 section of the buildings were turned over to them, since which time the societies have been handsomely and comfortably housed in halls of their own.

The first annual contest came off at the June commencement of 1898.

Beginning with the June commencement, 1905, the amount for awards in these contests was raised from \$50 to \$90 and the new feature of the contest between two pianists was added to the list of exercises, the \$90 going as follows: Debate \$40, oration \$20, essay \$15, recitation \$10, piano \$5.

Beginning with the 1904 contest two debaters from each society, instead of one, were selected, and the exercises occupied two nights to avoid unduly tiring the audience; debate one night (since piano was added, debate and piano), and oration, essay, and recitation the other night.

It is scarcely necessary to add that these annual contests are among the most interesting of commencement week.

**EROSOPHIAN LITERARY SOCIETY:** This society has its hall on the 2nd floor of the 1899 building. The dimensions of the hall are 41 x 36 x 14 feet. It is neatly carpeted, beautifully papered, and is furnished with nice chairs, secretary's desk, debaters' tables, president's table and chair, and other necessary equipments. On its walls are some good pictures, one a beautiful painting of Psyche, 3 x 5 feet, painted by Prof. E. E. Myers of the art department and purchased by the society for \$50. There are 6 wall brackets for gas jets, and four four-light chandeliers, making a total of 22 gas jets for lighting the hall. There is a piano in the hall for use by the society. All furniture and furnishings were paid for by the society except the plumbing and the piano.

**VIRGINIAN LITERARY SOCIETY:** This society has its hall on the 3rd floor of the 1899 building, dimensions 41 x 36 x 12 feet. Like the other hall it too is neatly carpeted, handsomely papered, furnished with nice chairs, debaters' tables, secretary's desk, president's table and chair, wall pictures, 6 wall brackets and four four-light chandeliers, furnishing a total of 22 gas jets. There is a piano in this hall also. As in the case of the other society, all furniture and furnishings except the plumbing and the piano were paid for by the society.

There is no feature of the life and character of the school that is of greater value to it than these literary organizations.

**ZETA RHO EPSILON:** A society open to those who have completed a minimum of one term's work in Greek at Marshall College, was organized in September, 1905. Its chapter roll in June, 1906, numbered 46. It is a social organization, designed to foster among

its members the true college spirit, and to advance the interests of the Greek department. It is not a secret organization or a "fraternity" in the technical sense. At its first annual banquet, May 25, 1906, 30 were present. Its colors are old gold and black.

#### CHRISTIAN ORGANIZATIONS.

**THE YOUNG WOMAN'S CHRISTIAN ASSOCIATION** was organized in the fall of 1903 and has grown gradually and substantially since that time. The meetings are held in the parlors of College Hall, 4:30 to 5:30 p. m. on Sunday. The first half hour of the service is Bible-class work and is under the instruction of a lady member of the faculty. (Miss Rider served during most of the year). The last half hour is given up to devotional exercises and is under the direction of a member of the organization, who must be a student of the school.

The influence of the Y. W. C. A. on the life and discipline of College Hall has been something remarkable, and its good effects have permeated the life of the entire school.

**THE YOUNG MEN'S CHRISTIAN ASSOCIATION** was organized in January, 1905, and immediately took rank as an important feature of school life at Marshall College. Eighty-five were enrolled during the year and the interest shown exceeded the hopes of those who figured in the organization. In every way it has been a success, and has added an influence altogether wholesome to the work of the school.

**THE YOUNG MEN'S BIBLE CLASS** seems to us an extremely valuable auxiliary to the school work here. Its relation on the one hand to the Christian life of the student body, and on the other to the literary and historical attainments of our young men, cannot but prove in every way useful and wholesome.

This work is separated into two divisions and placed under the instruction of two of the gentlemen members of the faculty, (during the past year under Professors Franklin and Fitzgerald). To encourage this work quite an amount of expensive and valuable literature has been placed at the disposal of this and the Y. W. C. A. during the session of 1905-'06, among which is the new Jewish Cyclopaedia, 12 volumes, costing \$96.

The Y. M. C. A. work proper and the Young Men's Bible Classes are entirely distinct organizations.

#### COUNTY ORGANIZATIONS.

Most of the counties, especially those having larger delegations

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here, have their own organizations, elect officers, and are beginning to take an active part in the student life and discipline of the school, to the decided relief of the principal. Some of them take an active and exceedingly valuable part in the field work of the school to the great relief of the principal as well as to his extreme delight.



## PART XIV.

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### SOME ADVANTAGES AT MARSHALL.

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**SCHOOL BUILDINGS:** These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire grounds, a wide area of the city, the Ohio hills on the north, and the West Virginia hills on the south.

With the addition of the new building our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, with the fine range of hills that fringe its banks on the Ohio side.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the College avenue or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26 x 55 feet, 40 x 70 feet, and 40 x 73 feet, compose the ladies' dormitory sections known as College Hall. Between these and the other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school work. These are, respectively, beginning with the most eastern, 70 x 78, 55 x 84, and 101 x 140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up-to-date, in their appointments.

**SCHOOL GROUNDS:** The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the west and Seventeenth street on the

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east, two city blocks in length and one and one-half blocks in width, contain even sixteen acres of land, for which nature has done as much, perhaps, as for any school grounds of their size in the United States, toward adapting them for the purpose for which they have been appropriated. The elevated center, seemingly intended to receive some royal palace, extends from within 200 feet of the west end, where the summit of the somewhat abrupt but extremely graceful incline from the Sixteenth street level is crowned with a large widespreading beech and some smaller trees ten to twelve inches in diameter, eastward 600 feet where it terminates in a deep terrace thirty feet high, which terrace serves as the west bank of a deep ravine. This ravine, or brooklet, enters the grounds at the south-east corner and winds its way in deep, graceful curves north-westward through the grounds, lined throughout its course with noble trees varying in diameter from ten to thirty inches. It is the beautiful curving of the deep banks of this brooklet, fringed with stately trees and covered with verdure, especially at its north-western portion, that Dr. Goss, of Cincinnati, thought the most beautiful spot he had ever seen on a College campus. This brooklet, with an arm extending eastward and covered with over fifty trees, forms the eastern boundary of the elevated center of the campus referred to above. Beyond the ravine and about twenty feet lower than the elongated elevation of the center, to the eastward, are the young men's athletic grounds, about four acres, and almost entirely level. The northern or Third avenue frontage descends by a steep, carefully cultivated terrace some twenty feet from the high central portion, and from the foot of the terrace to Third avenue it is nearly entirely level. On this portion are the main entrance, (a brick walk twelve feet wide), fifteen of the finest old trees, the croquet court, and one of the tennis courts. To the south of the rise extending east and west through the center, the grounds slope gently to College avenue, this section being a little wider than the northern frontage. The drive-way enters from College avenue, about the middle from east to west, comes at right angles to the buildings, curves gracefully around the large sycamore at the immediate south of College Hall, and retraces itself. The eastern portion of the south side is given up to the girls' basket ball grounds.

Besides over 100 small trees, chiefly sugar maple, planted within the last five years, and the shrubbery scattered over the Third avenue front, there are the following trees: Pawpaw 1, unnamed 1, cherry 1, mulberry 1, weeping mulberry 2, ash 3, locust 3, poplar 3, sugar 4, walnut 4, gum 6, oak 11, beech 23, lombardy poplar 25, sycamore 36, elm 67; total 182, more than 100 of which are large trees, and few of the 182 are less than eight to ten inches in diameter.

Paralleling the longer dimensions of the grounds, (the eastern-western dimension), and but two city blocks to the north, is the

Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Camden Interstate Railway, (electric), connecting the College with all parts of the city, with Guyandotte four miles to the east, Central City four miles west, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffeside Park with its beautiful groves and beautiful lake, fourteen miles, Ashland, Ky., sixteen miles and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this, one of the finest electric roads in the United States, at the very gate of the College. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the opposite side of the grounds, (the College avenue or south side) and three blocks distant, is the C. & O. Railway, and but one and one-half blocks distant is the Sixth avenue branch of the Camden Inter-State Railway.

**LECTURES:** A first-class lecture course is given every winter, including lectures by some of the best speakers in the country and several musical numbers by leading artists. We consider this an especially fine feature of school life at Marshall. From this source alone there is quite an education for young people which cannot be had in smaller towns and schools.

**LITERARY SOCIETIES:** The benefit to be derived from this source can scarcely be appreciated by one who has not had these opportunities, or has not availed himself of them. This is a very important part of one's education.

For a description of these societies at Marshall, see under the heading, Student Organizations, Part XIII.

**LIBRARY AND READING-ROOM:** This, beyond question, is the strongest advantage a good school has to offer, (excepting alone the faculty), over schools that do not have good libraries, for nothing except good, strong, well-educated, college-trained teachers is so important in one's education, as a fine collection of books.

Nobody who knows what a good library is has ever visited and examined the library of Marshall College who has not been "struck" with the fine assortment of books found in it; and when they have learned how these books were selected they at once understand why the collection is a rarely good one.

There are about seven thousand volumes in the collection besides a large number of valuable pamphlets, maps, etc.

The new building contains admirable library quarters, a suite of rooms of about 36 x 75 feet in floor area, which will be furnished with every convenience needed by the students.

The library is catalogued by the Dewey system and is in charge of a trained and exceptionally kind and capable librarian.

THE READING ROOMS are regarded an essential part of the library, their purpose being to afford opportunity for reading and reference work in the library proper, also to give the students access to the finest magazines published, a very fine list of which is placed on the tables of our Reading Rooms as will be seen by the following:

**Magazines and Other Periodicals Found on the Tables of the Marshall College Reading Rooms:**

1. Amer. Journal of Psychology
2. Amer. Journal of Sociology
3. Amer. School Board Journal
4. Atlantic Monthly
5. Bird Lore
6. Birds and Nature
7. Bookman (British)
8. Bookman (American)
9. Bookseller (British)
10. Century
11. Colliers Weekly
12. Cosmopolitan
13. Country Life in America
14. Critic
15. Current Literature
16. Dial
17. Die Woche
18. Dun's Review
19. Edinburg Review (British)
20. Educational Review
21. Etude
22. Everybody's Magazine
23. Floral Life
24. Fortnightly Review (British)
25. Forum
26. Good Housekeeping
27. Harper's Bazaar
28. Harper's Monthly
29. Harper's Weekly
30. Independent
31. International Journal of Ethics
32. Journal of Geography
33. Journal of Geology
34. Journal of Pedagogy



35. Ladies Home Journal
36. Library Journal
37. Literary Digest
38. Monist
39. Musician
40. Musical Courier
41. Munsey
42. McClure
43. Nation
44. Nation (German)
45. National Geographical Magazine
46. Nature Study
47. N. Y. Teachers' Monograph
48. Nineteenth Century (British)
49. North American Review
50. Outlook
51. Pilgrim
52. Poet Lore
53. Political Science Quarterly
54. Popular Astronomy
55. Popular Science Monthly
56. Psychological Review
57. Public Opinion (American)
58. Public Opinion (British)
59. Review of Reviews (American)
60. Review of Reviews (British)
61. Saturday Evening Post
62. Scientific American
63. Scribner
64. Success
65. Teachers' College Record
66. Theatre
67. World's Events
68. World's Work
69. World Today
70. Youth's Companion
76. Six Daily Newspapers
96. Twenty Weekly Newspapers

**LABORATORIES AND APPARATUS:** The practical teacher, especially in history, geography, the sciences, Latin, and Greek, knows very well the difference between teaching *with* and *without* apparatus such as maps, charts, casts, etc., and the science teacher realizes at once how poorly almost any science is taught without a laboratory. The student, too, who has seen the difference feels that science teach-





CHAMPION INTER-CLASS (1908) BASE BALL TEAM



ing without laboratory facilities is not science at all, but the theory of science.

In planning the new building, we have diligently looked after this feature for the future. In the new structure is one work laboratory 28 x 32, and another 28 x 60. In addition to these there are a geography, physical geography, geology, astronomy, and botany laboratory and museum, with cases for keeping all specimens labeled, classified and in order, and a physiology and zoology laboratory and museum.

Our already large collection of fine maps for the history, geography, Latin, Greek, and other classes is to be added to and the collection nicely housed and classified.

Several hundred geological specimens have been selected and will be ready for placing in the cases as soon as the new building is complete.

Indeed the new building with its ample space is destined to revolutionize the work in science at Marshall College, and several other lines of work will be greatly improved because of new facilities.

**INSTRUCTORS AND INSTRUCTION:** At last the instructor, his character, his culture, his scholarship, his sympathy with his students, his interest in his work and in them, his enthusiasm, his pedagogical skill and training, his experience, his devotion to his work, his ability to do work as well as insist upon it, his qualifications for his particular kind of work, to do thoroughly well the work he is expected to have his students do, his measure in scholarship above and beyond the things he teaches, all these are, in the last analysis, the test of a school. Unless there is broad, liberal college training covering some years brought by the teacher to bear upon his class work there is no genuine progress.

Scholarship we do insist upon at Marshall, and with it experience and skill. We have not always gotten it but mistakes will always be made while man remains human. Each year we insist on strengthening our faculty, and year by year it has been strengthened.

The reader is welcome to refer to the list of instructors with their experience and training as recorded in the first part of this catalogue, and if they do not stand the test, then come not to Marshall, for good, well educated instructors are indispensable to the education of youth. No instruction can be gotten out of an instructor, which was never gotten into him, no matter what the process be, whether pumping or probing. It is simply impossible. So, see to it carefully, kind reader, before going to or sending to a school, that the instructor is a thoroughly educated lady or gentleman.

**SUMMER SESSION:** Immediately after the close of each "ten months" session a summer session is opened, thus giving those who are teaching seven to nine months, and those who have work to make

up in order to hold their places in their classes, opportunity to gain time. Some of our students save one to two years' time in their course by taking the work of the summer session, credit for all which is given on graduation. This session is five weeks, or half a term, in length; students carry half as many studies as during a full term and do twice the amount of work per day in each, thus coming out with full terms work in what they do.

**SPECIAL ADVANTAGES TO TEACHERS:** The "Training Department for Teachers" is now thoroughly established, the Model school includes all grades from the "first primary" to the "high school," and practice work is given also in high school work, thus covering practice work for teachers from the lowest to the highest grades of the public schools, whether in the country, village, town or city schools.

The advantages offered teachers and prospective teachers in the way of meeting with other teachers from every part of the state and from many parts of other states is one that is very valuable. These, plus the advantages named above and those named below, make this school especially attractive and helpful to teachers.

**ATHLETICS:** Outdoor athletics have already begun to receive that attention which young people in school should give them both for the good of the students, physically, and for the school's good name for encouraging exercise among its student body. A large number of the students have begun to show a lively interest in athletics and each year a larger number identify themselves with the active work therein. And now that the school is to have a good gymnasium, opportunity will be given all students for exercise in the stormiest and rainest weather, whether in winter or in summer.

**SOCIAL OPPORTUNITIES:** This feature of school life is of very much greater importance than the average young person, or the average parent for that matter, is apt to suppose. The student that goes through with his higher education without paying careful attention, very careful attention to the social side of his culture, neglects one of the essentials of education.

These things are supposed to belong to girls and women only. What a mistake! Young men are failing to "measure up" to hundreds of good positions every year solely because of their lack of good address, of self possession, of ease and self-command in the presence of strangers, of appearing to advantage "under pressure." Man is by nature the most social of animals—if he be a normal man,—and every year the social requirements of men and women for any position in life grow more exacting.

At school is the place of all places that one's social life should

be developed, and this cannot be done without opportunity and time.

The size and location of Marshall College make the advantages of social life especially good here, and these opportunities are not over-rated nor overdone as they are in "fashionable schools," schools where the social is about the only thing emphasized.

**RELIGIOUS OPPORTUNITIES:** In Huntington and in Marshall College these are especially good. In the city are thirteen churches for white people; Two M. E. churches, two M. E. South, two Baptist, one Christian, one Jewish, one Congregational, one Catholic, one United Brethren, one Episcopal, and one Presbyterian.

All these are especially cordial in their welcome to students of the college, and in practically all the church choirs are found one or more students. Hundreds of them attend the Sunday Schools of the city, a number of classes being composed exclusively of students; and every year a number of church socials are given especially for the students, where they meet the church people and learn to feel at home among them.

In the college are the two Christian organizations,—the Y. M. C. A. and the Y. W. C. A.,—which have their own religious exercises in the college; also the student's Bible Study classes. These organizations are open to students only and have grown to be strong influences for good in our college life here.

The Christian spirit throughout the entire school is of an exceptionally high class,—solid, substantial, high-toned, and not merely a passing sentimentalism born of church prejudice or of inherited superstitions which are dignified with the term "beliefs."

**FINANCIAL OPPORTUNITIES:** The opportunities for earning a part or all their expenses, as well as the many ways in which students may economize, constitute one of the attractions of this school for young people. Such opportunities are very limited, of course, in smaller towns; but Huntington has grown large enough to furnish those who wish something to do to help pay their expenses, some kind of employment.

Quite a number of our students pay all or a part of their expenses by engaging in some kind of employment here, either during the school year, or during vacation. Several of these do their work as assistant janitors, others find employment in the city.

**HOSPITALS:** There are three hospitals in the city,—the C. & O. Hospital, the Huntington Hospital, and the Kessler Hospital.

Only those who have had to be severely ill away from home can fully appreciate the value of a hospital with its appointments and equipments suited for caring for the sick and the injured. The value of kind, trained nurses and skilled physicians means much to those



who are severely ill away from home, and a number of our students can testify to these as advantages of a rare kind.

**TRAVELING FACILITIES:** The city is reached by **three** railroads direct, and **two** others unite with Huntington railroads within eight miles of our city and make immediate connections. These, with the Ohio river, make our school city one of the most easily accessible points in the state.

**TELEGRAPH AND TELEPHONE:** There are **two** telegraph companies and **two** telephone companies with foreign connections reaching every part of our state, of the United States for that matter, all which are connected with the college, the 'phones directly, the telegraph companies by telephone from their city offices to the college, so that parents and friends may reach students here at any time during the day and till late at night.

**SOME ADVANTAGES OF A CITY:** Carefully, even critically, have we watched and studied the relative advantages of city and of small town or village, on the life and work of a school. We have taught in both places and attended college in both places. We have talked with many men and women, both in and out of school on this subject. The following are the results of this study:

1. The small town with its unlicensed saloons ("speak-easies"), or even the town into which intoxicants are smuggled (and that means practically all so-called "dry" towns), is worse cursed with drinking and drunkenness among the students than the larger place with its open, licensed saloons; and we are of opinion it will remain so so long as there is a whiskey plant or a saloon to supply the sneak drinker and smuggler of intoxicants in the smaller places. This is no argument for the saloon, but a statement based upon observation for years which has for its point in a temperance way the theory that the effective stroke at intemperance is the stroke that puts the saloon and the speak-easy out of business by putting the whiskey, rum, and beer plant out of existence; if the latter cannot be done, then regulation and not destruction seems to us the solution of the temperance problem.

2. In the smaller places the school's affairs and business are entirely too much the town's affairs and the town's business. Gossip and mischief-making between the school and the town become the order, and the bane of the teacher's and principal's or president's life.

In the larger place the life of the school is a thing apart and independent of the city,—though a part of it by individual assimilation, here and there, at so many points and these so far removed from the heart of the school, that unpleasant reactions are virtually unknown. The healthful influence of a good teacher counts for more on his

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students in a large place than in a small one, because the school life is more completely an independent and individual entity where the city is so much larger than the school that it is independent of it as a civic entity.

This view, carried to its logical completeness, however, requires the dormitory feature.

3. The advantages for culture and refinement in a city much more than offset the boasted advantages of quiet and seclusion in smaller places.

4. We grant that the city has its vile quarters or sections, but observation teaches us that many scarlet women housed in a particular quarter of a city, which quarter cannot be approached day or night without suspicion and danger of publicity, exert a less baleful influence over men, young or old, than **few** or even **one** such person who has made herself notorious in a small place and is subject for comment on all sides.

On the whole the city seems to us the more desirable place for an institution, for many reasons besides those named, and our convictions are drawn from sources other than self-interest.

**EXPENSES:** Beyond question the facilities for cheap board and for means of earning a part or all of one's expenses are **much** better in a city than are possible in smaller places, as are also the opportunities for purchases.

True, there are more ways to spend money in a city; but even that is matter easily regulated by the parent; and if the student have plenty of funds of his own he will spend them, if a spendthrift, no matter where he is, and will save them if economic, no matter whether in city or country. This fact has been clearly demonstrated in our experience and observations with young people.

## PART XV.

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### ATHLETICS.

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After several years of tireless effort, patience, pains, time in a liberal measure, and good management on the part of the Athletic Committee, this branch of college life and college study—for college athletics is a study—has begun to take place alongside other branches of school work—for athletics is work too—at Marshall College.

The new gymnasium supplies a long and seriously-felt want in our college life and will be enjoyed to the utmost, especially during the months when outdoor athletics are out of the question. A floor area of 45 x 65 feet affords ample space and the room is to be fitted with all of the appliances found in any modern school gymnasium.

A physical instructor will be provided for the girls and hereafter they will have regular drill.

**TENNIS:** This is one of the finest games yet brought forward, especially for ladies and for men who prefer the moderate forms of exercise. It is as modest as any one could desire, requiring no special dress, though long skirts are much in the way. It combines in very good proportions the out-door feature, vigor, ready judgment, alternation among players, and an air of the popular. There are two nice courts on the campus and these are very liberally used. Every girl should play tennis as an intellectual game which combines the physical in excellent ratio, yielding fine results.

**CROQUET:** There is one croquet court on the campus, which serves quite well the taste of all whose likes for outdoor sport can be satisfied with as little of the vigorous as this game requires. It is very popular with some students.

**FOOTBALL:** The athletic association for the season of 1905 secured the services of Coach Alfred McCray, former captain of the

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University of Cincinnati football team. A strong squad was organized from the material at hand. All local and nearby competitors were easily defeated. In the intercollegiate games Marshall lost to Kentucky State College and Miami University but won from Ohio University. The expenses for the season amounted to twelve hundred dollars.

**BASEBALL:** Interest in baseball at Marshall during the season just ended centered in the class championship series, which was won by the class of 1908, the trophy awarded being the Davis Athletic Cup. Four classes competed and the rivalry proved intense. The school squad numbered about fifty candidates.

# PART XVI.

## THE FACULTY

### THEIR EXPERIENCE, AND PREPARATION FOR WORK.

Session 1906-'07.

**L. J. CORBLY, Principal,—German and Psychology.**

Educated in the common schools of West Virginia, Fairmont State Normal School, the West Virginia University, where he graduated in 1890, and at the German Universities of Halle, and Berlin. Taught five years in country schools, three years principal of town schools, Superintendent of schools, Water Valley, Miss., two years, Superintendent of schools, Clarksburg, W. Va., three years, and ten years in present position. Spent four summers in European travel. Has taught 180 months.

**MRS. NAOMI EVERETT, First Assistant,—Literature and French.**

Educated in the common schools of North Carolina, Tennessee, Steubenville Seminary, and the University of Chicago, where she took her degree in 1902. Principal of the high schools of Clarksburg and Huntington 16 years, in her present position nine years. Has taught 254 months. Mrs. Everett has traveled in Europe.

**MISS ANNA CUMMINGS, Superintendent of the Training Department.**

Educated in the common schools of Massachusetts, in Colby University, University of Chicago, and Leland Stanford University, Cal. Took her degrees from Colby University, Maine. Teacher in private schools, high schools, academies, Moody's School for Boys, Mt. Vernon, Mass., Lady Principal of Vermont Academy, Vermont, and six years special training for her present position. Miss Cummings is a native of Vermont, later a resident of Massachusetts. She has traveled in Europe. Has taught 156 months.

**MISS LILIAN HACKNEY, Mathematics.**

Educated in the common schools of West Virginia, W. Va. University, where she graduated in 1893, at the Ohio Wesleyan University, and Cornell University. Taught in the schools of her native county (Monongalia), city schools of Cleveland, Ohio, and in her present position since 1895, total 145 months. She has traveled in Europe.

**MR. W. M. MEREDITH, Science.**

Educated in the common schools of Virginia, Emory and Henry College, Virginia, University of W. Va., and Ada, Ohio. Taught several years in the common schools of Virginia, principal of schools at Lewisburg, W. Va., and in his present position since 1893, a total of 149 months. Mr. Meredith spent the summer of 1903 in European travel.

**MISS HARRIET D. JOHNSON, Greek and Latin.**

Educated in the common schools of W. Va. and Ohio, Denison University, Ohio, where she took her degree, and the University of Chicago. Instructor in Shepherdstown State Normal eight years, and in her present position since 1902, a total of 120 months. Miss Johnson spent the summer of 1903 traveling in Europe.





COUNTY GROUPS



**MR. J. A. FITZGERALD, Mathematics.**

Educated in the common schools of W. Va., Marshall College and Georgetown University, Ky., where he took his degree. Principal of the Hurricane schools one year and in his present position since 1902. Has taught in all, 50 months.

**MR. GEORGE M. FORD, History and Civics.**

Educated in the common schools of W. Va., and at the University of W. Va., both academic and department of law, where he took his degrees. Taught in the common schools of W. Va., in the Grafton high school, and three years as principal of the Concord Branch of the State Normal School; elected to his present position in June, 1903. Has taught 100 months.

**MR. B. F. WILLIAMSON, Latin.**

Educated in the common schools of W. Va., Buckhannon Seminary, and at Allegheny College, Pa., where he took his degree. Has taught 49 months. Has been in present position two years.

**MR. R. J. LARGENT, English and History.**

Educated in the common schools of W. Va., and at the University of W. Va., where he spent six years and took his degree. Elected to his present position, January, 1904. Has taught 26 months.

**MRS. FRANCES CALDWELL, English and Mathematics.**

Educated in the schools of West Virginia and of Kentucky, in which latter State she did her college work. Has taught in the common schools, in the Charleston City Schools, in the Concord Branch of the State Normal, and two years in Marshall College.

**MISS FRANCES BURGESS, Political and Physical Geography.**

Educated in the common schools of West Virginia, Marshall College (graduated here), W. Va. University and the University of Chicago. Taught 12 months in the country schools of Kanawha county, W. Va., 12 months in the St. Albans grammar school, three years in the Huntington high school, and ten years as principal of the Holderoy school, of this city, a building of fourteen rooms, a total of 148 months. Miss Burgess is attending school at the University of Chicago this Summer. Has held her present position two years.

**MISS VIRGINIA RIDER, English Grammar.**

Educated in the common schools of West Virginia, in the Buckhannon Seminary, where she also taught, and in Allegheny College. She has taught 16 months in Marshall College.

**MR. W. H. FRANKLIN, English and German.**

Educated in the common schools of West Virginia, graduate of the Buckhannon Seminary, also of Allegheny College where he took his A. B. degree. Has taught in the common schools and two years in the Clarksburg High School as instructor in Greek and German.

**ROLLA HAMILTON.**

Graduate of Marshall College. Has taught 45 months.

**MISS DELIA BRAKE, Grammar.**

Graduate of West Virginia Conference Seminary. Has taught 50 months.

**E. E. MYERS, Art.**

Educated in the schools of Ohio and Pennsylvania, and trained for his profession in the Art Schools at Pittsburg, Cincinnati, New York and Boston. Called to his present position in 1902. Taught several years, and connected with the Abbott Art Company of Huntington for five years. Lecturer at the Tri-State Chautauqua, on art, summer session of 1904.

**MISS GRACE CUMMINGS, Normal Music.**  
Pupil of Boston Conservatory of Music.

**MISS VERGIE JOHNSON, Grades V, VI.**  
Trained at Marshall College. Has taught 35 months.

**MISS ELIZABETH FERGUSON, Grades III, IV.**  
Graduate of Columbus High School. Trained at Marshall College.  
Has taught 30 months.

**MISS MINNIE OGDEN, Grade II.**  
Trained at Marshall College. Has taught 20 months.

**MISS EVA HEIRONIMUS, Grade I.**  
Educated in Ohio. Trained at Marshall College. Has taught 20 months.

**MISS DAINTY CRAIG, Art.**  
Educated in the Marshall College Art School and at Knoxville, Tenn.

**MISS HELEN TUFTS, Music.**  
Educated at Marshall College.

**MISS ESTHER CROOKS, Assistant in French.**  
Graduate of Marshall College.

**MRS. C. E. HAWORTH, Voice.**  
Educated under private tutors in New York and Boston, the best instructors in voice that could be had. Has taught several years. Mrs. Haworth is a Springfield, Mass., lady, has had liberal training and experience as teacher, and has taught four years in Marshall College.

**MISS RHODA CRUMRINE, Piano and Harmony.**  
A graduate of the University School of Music, where she taught one year before coming to Marshall College. A native West Virginian of German descent. She has held her position since September, 1903.

**MISS MARY SHARP, Assistant in Piano.**  
Received her training under private instructors and in Marshall College. Called to her present position in the fall of 1904.

**MISS HELEN RANDALL, Second Assistant in Piano.**  
Received musical education at Marshall College.

**MRS. BERTHA ROTH WALBURN, Violin.**  
Studied under Jose Marien, Belgian violinist, in the College of Music, Cincinnati, also theory in the same school, six years, graduating in 1902. Taught in same institution awhile, later three years in Knoxville, Tenn., and in Huntington, W. Va.

**MISS LUCIE BROWN.**  
Graduate of University School of Oratory. Has taught 20 months.

**MRS. ELIZABETH MYERS, Librarian and Manager of the College Book Store.**  
Educated in private schools of Richmond, Va., and Chatham Institute, Va. Trained for her present work in the Dewey system of cataloguing and handling a library, under the state librarian of Pennsylvania. Mrs. Myers could not be called a member of the faculty in a strict sense of the word, though her time is nearly all given up to work for the students, assisting and directing them in their references and reading; and it is doubtful if any member of the faculty has heavier or more responsible duties.



## PART XVII.

### STUDENT'S NAMES--978.

#### GRADUATE STUDENTS.

Cox, Alberta--'05  
Crooks, Esther--'05  
Davidson, Joe--'05  
Enslow, Sadie--'03

Foley, Bessie--'03  
Gibson, Anna--'04  
Harshbarger, Maud--'05  
Miller, Blanche--'04

Nichols, Clara--'05  
Porter, Dorothy--'02  
Senseney, Nelle--'02

#### CLASS OF 1906.

Allen, Bertha  
Berry, Mary  
Bossinger, Harry  
Carey, Harold  
Coffman, Lillian  
Cox, Norma  
Cottrill, D. L.  
Crooks, Esther  
Dadisman, I. L.  
Day, Sidney  
Denny, Ernest  
Edwards, L. A.  
Ferris, Ruby  
Fleshman, Effie

Fling, Eva  
Furnell, W. W.  
Gilman, Bertha  
Gautier, Claude  
Gorrell, Ralph  
Grimm, Bruce  
Grimm, Claude  
Groves, H. D.  
Hickel, Corda  
Humphreys, Sallie  
Kanode, Hilda  
Kerr, Isabel  
Leete, Grace  
Lewis, Anna  
Lively, E. L.

Love, Edward  
Marcum, Matie  
Marsh, Nannie  
Mobus, Anna  
Morrow, Paul  
Myer, Eva  
Price, Janie  
Sliger, Garnet  
Smith, W. A.  
Sullivan, Mae  
Thomas, T. C.  
Tomkies, Elbert  
Van Bibber, Cyrus  
Wells, Lew

#### CLASS OF 1907.

Abbott, A. B.—A  
Adams, Pearl—N  
Alvis, Sadie—A  
Beswick, Addie—A  
Bloss, Hazel—A  
Bossinger, Ruth—A  
Broadwater, C. L.—N  
Bryant, V. A.—N  
Callison, Gertrude—A  
Canterbury, Frances—A  
Carter, Edna—N  
Clarke, Hallie—N  
Cokeley, Roscoe—N  
Crummett, Mahala—N  
Davies, Edith—N  
Davis, Talmage—N  
Deem, Carroll—N  
Dixon, Sadie—N  
Erwin, Anna—N  
Evans, Gorgia—N  
Everett, R. T.—N  
Fielder, Maude—N  
Fitzgerald, Boyce—A

Fitzgerald, Sallie—N  
Foster, Olive—A  
Gerlach, Earl B.—A  
Goff, W. R.—N  
Gorrell, Gretta—N  
Grass, Frank—N  
Hoover, L. G.—A  
Hambrick, Vada—A  
Hawley, John L.—N  
Haebrle, Anna—N  
Henson, Waldo C.—N  
Howard, Mary E.—N  
Huff, Ethel—N  
Jackson, Ethel—N  
Johnson, Virgie—N  
Koontz, A. B.—A  
Lambert, J. W.—A  
Lambert, Thomas—N  
Larew, Genevieve—N  
Lee, C. F.—N  
Lilly, Cecil—A  
McNeer, Thomas—A  
Miller, Vida—N

Morrow, Lester—A  
Patterson, Sulla—A  
Penhale, Harry E.—A  
Price, Kathleen—N  
Point, Walter—A  
Robinson, Shirley—A  
Rodes, Bertha—N  
Rodes, Olive—N  
Sharp, S. H.—N  
Shumate, Gaston—A  
Smith, Hazel—N  
Swentzell, Harriett—N  
Tench, Daisy—N  
Torrance, Andrew—A  
Tufts, Helen—N  
Vass, W. T.—A  
Waddell, Ethel—A  
Wade, Charlotte—N  
Wheat, S. S.—A  
Wilson, Maude—A  
Wolverton, W. R.—N  
Wolverton, H. W.—N

Note: N—Normal.  
A—Academic.



## UNCLASSIFIED.

Abbott, J. H.  
 Adams, Morton M.  
 Adams, Hannah  
 Adams, Norton  
 Adams, P. B.  
 Adkins, Oscar  
 Adkins, Mabel C.  
 Adkins, F. B.  
 Adkins, O. M.  
 Adkins, June  
 Allen, Nellie  
 Allen, Ora May  
 Allen, Alice  
 Allen, Howard  
 Archer, J. R.  
 Archer, Mrs. R. A.  
 Archer, Lida  
 Andrews, Anna  
 Andrews, Ralph  
 Anderson, Ollie M.  
 Alderson, Coleman  
 Anderson, Coleman  
 Atkinson, Ollie E.  
 Aliff, C. A.  
 Armstrong, Ira F.  
 Atkinson, Allie  
 Ash, E. C.  
 Ash, Russell  
 Ashley, Agnes  
 Albott, Louis  
 Athey, Agnes  
 Bagby, Helen  
 Bagby, Leland  
 Baker, Edgar L.  
 Ball, Sybil M.  
 Ball, C. D.  
 Barber, Samuel  
 Baber, Florence  
 Brown, Anna B.  
 Brown, Lucy  
 Biggs, Mrs. Samuel  
 Biggs, R. W.  
 Beswick, Clyde  
 Burgess, Grace  
 Burgess, Estella  
 Beavers, D. W.  
 Beavers, Robert D.  
 Beaver, Louise  
 Boiarsky, Moses  
 Boiarsky, Anna S.  
 Biederman, Jacob  
 Bobbitt, O. B.  
 Bobbitt, R. H.  
 Bradley, S. Ernest  
 Brown, John W.  
 Buchanan, Wm. H. Jr.  
 Breece, Roy  
 Bierne, Oscar  
 Blake, H. S.  
 Ballard, R. H.  
 Bradford, J. B.  
 Blake, Lonnie  
 Blankenship, D. H.  
 Baldwin, Lottie V.  
 Beavers, Lula  
 Best, Marie  
 Bias, Goldie M.  
 Bias, Ona  
 Bing, Nellie  
 Bishop, Flossie  
 Black, Daisy  
 Blackburn, Virginia  
 Bromley, Pearl T.  
 Burton, Judith V.  
 Burgess, Kate  
 Beech, Kathleen  
 Branthoover, Virginia  
 Buck, Nadine  
 Boon, Mrs. J. R.  
 Brake, Delia  
 Beckelheimer, Ray  
 Byus, C. A.  
 Boggs, R. W.  
 Bradford, J. B.  
 Bishop, Nannie  
 Brackman, J. A.  
 Beckett, Mamie  
 Burns, Maude  
 Bonham, G. A.  
 Boone, Kate  
 Ballard, Edna  
 Boggs, E. T.  
 Biederman, Anna  
 Bonar, Jennie  
 Boig, Eleanor  
 Bright, George  
 Caldwell, Smith  
 Caldwell, Mrs. F. B.  
 Callaway, Henrietta  
 Callaway, Richard R.  
 Callaway, S. M.  
 Callaway, Pearl  
 Carter, Thelma  
 Carter, Helen  
 Carter, Dayton  
 Carter, Agnes  
 Carr, De Witt  
 Carr, Lola B.  
 Cavendish, Marguerite  
 Cavendish, Virginia  
 Clark, Malan H.  
 Clarke, Harry M.  
 Clark, Grace  
 Clark, Phyllis  
 Clark, Grover F.  
 Clark, Hattie A.  
 Chambers, Leroy  
 Chambers, Anna  
 Chambers, Inez L.  
 Chambers, Cush C.  
 Chambers, Frank  
 Chambers, Luther  
 Cole, James  
 Conley, Frank M.  
 Connell, E. P.  
 Copley, Luther C.  
 Crotty, L. B.  
 Clifford, C. E.  
 Carroll, Madie E.  
 Chapman, Mabel  
 Childers, Lelia  
 Childers, Ester  
 Cliness, Lula  
 Cliness, May  
 Cook, Merla  
 Core, Anna Lee  
 Corbly, Nellie  
 Corbly, Effie M.  
 Corbly, Inez  
 Cottle, Ollie A.  
 Colton, Fannie  
 Colter, Earl  
 Craft, Bessie A.  
 Criser, Mary S.  
 Criser, Pauline  
 Cyrus, Truda  
 Cokeley, Lawrence  
 Cokeley, May  
 Cottle, Addie  
 Campbell, Anna  
 Caughey, Mary Lapsley  
 Cleveland, Marion  
 Corwine, Marie  
 Cummings, Grace  
 Childers, Grace  
 Crum, Frances  
 Cordon, Ruth  
 Cassady, Maude Lee  
 Colley, Verna  
 Curfman, E. R.  
 Clonch, M. Eva  
 Calhoon, Mrs. Louise  
 Cook, J. E.  
 Christian, Anna  
 Christian, Addie  
 Custer, Lizzie K.  
 Cobb, Minnie  
 Cobb, Lillie  
 Cobb, Paul  
 Colter, J. E.  
 Cox, Flossie  
 Cox, Thelma  
 Carson, Estha  
 Crooks, Adaline  
 Conaway, Elsie  
 Conaway, Chelsie  
 Cochran, Chessie  
 Crow, Jesse  
 Crumrine, Daisy  
 Clappool, R. H.  
 Craig, Bonnie  
 Craig, Lillie  
 Craig, Dainty E.  
 Cornaham, Fred  
 Conner, Carrie  
 Curtis, Lockie  
 Curtis, Elsie  
 Curtis, Burnette  
 Curry, Lena  
 Callison, Virginia  
 Cremeans, Leona  
 Carson, May  
 Cunningham, Alice  
 Crum, Maude  
 Clay, S. E.  
 Davis, Beulah  
 Davis, Nannie E.  
 Davis, Ivan  
 Davis, Cornelius C.  
 Davis, John R.  
 Davis, Paul  
 Denton, Murrel  
 Dils, Norma C.  
 Dickenson, Genevieve  
 Dickerson, Frankie  
 Dickerson, Alice  
 Dickerson, Ida  
 Donaldson, Mary  
 Dunn, Virginia

- Doolittle, Jean  
 Dagley, Byrd  
 De Foe, Effie  
 Dillon, Wirt  
 Dixon, Clayton C.  
 Dingess, Pansy  
 Dodson, Brooke  
 Dick, Eugene  
 Dixon, Grace  
 Dickey, T. Morton  
 Dillon, Hal  
 Dillon, Harry B.  
 Doss, Howard  
 Dunn, C. O.  
 Durrett, Stanley  
 Doolittle, Mac  
 Dillon, Bert  
 Diddle, Raymond L.  
 Diddle, Carroll F.  
 Daubenspeck, H. R.  
 Edwards, Stella  
 Edwards, Cora  
 Edwards, Susie  
 Edwards, Anna  
 Earle, Thos. B.  
 Earles, Ada M.  
 Earles, Maude  
 Eaton, Margaret  
 Elkins, Ethel M.  
 Efaw, M. H.  
 Everett, Hallie  
 Evans, Sofa  
 Ensign, May N.  
 Evans, Everett  
 Emmons, Carlton  
 Eskey, Willie A.  
 Edgell, Thayer  
 Eggers, Eunice  
 Erwin, Anna  
 Erwin, Mary  
 Eskey, Minnie L.  
 Evans, Saja  
 Emery, Blanche  
 Erskine, Lillian  
 Ensign, Mrs. John  
 Ferguson, Howard  
 Finney, Roy J.  
 Foster, Willie D.  
 Foster, John J.  
 Fox, St. Elmo  
 Frampton, Bernard  
 Fisher, W.  
 Ferguson, Clarence  
 Fitzgerald, Laurence  
 Fitzgerald, Thos. J.  
 Ferrell, James  
 Farrar, Rosalie  
 Ferguson, Mabel  
 Ford, Blanche  
 Frazier, Caroline  
 Fulton, Mattie  
 Foley, Mayme  
 Freeman, Blanche  
 Ford, Margaret  
 Ferguson, Kathleen  
 Ferguson, Lillian  
 Ferguson, Harriet  
 Ferguson, Elizabeth  
 Foster, Eva  
 Freeman, Valerie  
 Fulton, Mamie  
 Feamster, Lula M.
- Fontaine, Imogene  
 Francis, Stella  
 Folks, Mary W.  
 Ferrell, Muss  
 Foster, Odella  
 Fordyce, Josie  
 Ferrell, Ellen  
 Fravel, J. S.  
 Fonner, Jas. T.  
 Fink, Lochia  
 Fink, Giles  
 Fink, A. Roy  
 Fisher, Bessie  
 Frei, Edna  
 Garland, David  
 Garred, Nellie  
 Garred, David O.  
 Gibson, Philip  
 Gibson, Omar J.  
 Gilmore, Lloyd  
 Graham, Herbert  
 Grimm, Homer  
 Grimm, Mrs. M. J.  
 Grimm, Nellie  
 Guthrie, Frank  
 Guthrie, Herbert H.  
 Germer, Charles  
 Gotshall, James  
 Geyer, Charlie  
 Gabbart, W. T.  
 Garrison, Carlee  
 Goolsby, Myrtle Lee  
 Gooderham, Minnie  
 Gosling, Faith  
 Gotschall, Jennie  
 Groves, Imogene  
 Gwinn, Mabel I.  
 Gwinn, Virginia  
 George, Clarice  
 George, Dorothy  
 Gibbs, Lena  
 Gwinn, Susie  
 Goolsby, Edith  
 Garner, Mary E.  
 Garrett, Zuma  
 Garrett, Texie  
 Goddard, Nellie  
 Grass, Della D.  
 Garner, Helen  
 Goodrich, Charles  
 Given, Ida S.  
 Gwinn, Clarence E.  
 Gibson, Bessie  
 Given, Ada  
 Griffith, Nina  
 Gillespie, Elizabeth  
 Gwynne, Forrest  
 Gwynne, Winona  
 Gibson, James  
 Gautier, Kathleen  
 Garner, Charles  
 Gregory, Jean  
 Hamilton, Chancellor  
 Harold, Christine  
 Hamilton, Grover C.  
 Harless, Floyd H.  
 Hatch, James  
 Hatfield, Roy  
 Hatfield, James  
 Harvey, Harry  
 Haworth, Jamie  
 Hayslip, Edwin K.
- Hayslip, Leland  
 Herring, Arthur  
 Hickman, James H.  
 Halley, Wilbert  
 Huff, Lee  
 Hedrick, G. C.  
 Hartzell, O. S.  
 Helzer, F. P.  
 Hager, Ira P.  
 Hall, Percy  
 Harless, L. D.  
 Harless, J. D.  
 Haworth, Vinton  
 Hedrick, C. C.  
 Halstead, Lettie L.  
 Hamilton, Frances L.  
 Hanger, Mattie C.  
 Hanger, Annie M.  
 Harrah, Elsie G.  
 Hearholzer, Tressie  
 Heironimus, Eva  
 Henkle, Ada J.  
 Hewett, Irene  
 Hoffman, Ethel  
 Holliday, Florence  
 Hunter, Maude  
 Hunter, Ella  
 Hunter, Marguerite  
 Huntington, Marion  
 Hall, Ethel  
 Hawkins, Louise  
 Hanger, Cleora  
 Holliday, Mary Louise  
 Henson, Jessie  
 Holt, Lena  
 Howard, Mary Ella  
 Hazleton, Edwin  
 Hannah, Belva M.  
 Hume, B. P.  
 Heller, Wm. C.  
 Holley, J. Maude  
 Herring, Beulah  
 Hughes, Mabel  
 Hughes, Florence  
 Hobbs, Lula  
 Hannah, Lucy P.  
 Hannah, Mary F.  
 Hensley, Woodville  
 Haught, W. P.  
 Hensley, Cecelia  
 Hinchman, Georgia  
 Hughes, Eva  
 Howes, Nellie  
 Hodges, Ralph  
 Hereford, Maude  
 Hudkins, Flora  
 Harrah, Essie  
 Hively, G. L.  
 Holliday, Mrs. Lulu  
 Henderson, Lena  
 Hoyt, Jessie  
 Hall, Esther  
 Haudenschild, J. W.  
 Hollings, Pearl  
 Hudspeth, Julia  
 Ironie, H. C.  
 Irwin, Emma L.  
 Isner, G. F.  
 Jones, Edward  
 Jones, Lonnie  
 Jones, Selden  
 Jones, Macon

|                      |                        |                     |
|----------------------|------------------------|---------------------|
| Jones, Harry         | Miller, C. C.          | Newman, Paul        |
| Jones, Anna M.       | Miller, Willie         | Newman, Ford        |
| Justice, T. F.       | Miller, E. T.          | Newman, Blanche I.  |
| James, Reuben E.     | Miller, Arlina         | Newman, Nellie P.   |
| Jewett, Fay E.       | Miller, Sallie         | Nicholas, Mark G.   |
| Jarvis, Stella       | Miller, Stacia F.      | Northcott, Andrew   |
| Johnson, Mildred     | Morrow, Ruth           | Northcott, Mrs. E.  |
| Johnson, Kate        | Myer, Hazel V.         | Notter, Shirley M.  |
| Johnston, Donald     | Myers, Emma            | Noe, Carrie         |
| Johnston, Agnes      | Myers, Doris           | Newlon, Anna L.     |
| Johnston, Gertrude   | Means, Mrs. Laura      | Osborne, Bernard R. |
| Johnston, Vida       | Mossman, Vivian        | Osborne, Donald     |
| Johnson, Ollie K.    | Meadows, Kenneth       | Ogden, Dorcas V.    |
| Johnson, Mrs. Edith  | Meadows, Maude E.      | Ogden, Minnie M.    |
| Jordan, Sadie        | Meadows, Belle         | Owens, Esta         |
| Jenkins, Emma        | Meredith, Melvin       | Oates, Daisy        |
| Justice, Ella B.     | Menager, Francis P.    | O'Hanlon, Donna     |
| James, Mary          | Moreland, Erwin        | Patterson, R. G.    |
| Jenkins, J. A.       | Mullens, Elbert R.     | Payne, Lewis H.     |
| Justice, L. C.       | Morrison, Ernest       | Peyton, James E.    |
| Justice, Sarah       | Mathews, Robt. Peebles | Peyton, Sarah M.    |
| Justice, J. I.       | Morrow, George         | Porter, Roscoe      |
| Kennedy, John D.     | Maddox, Hoadley        | Prilliman, W. H.    |
| Kimler, J. R.        | Moore, D. F.           | Pyles, H. C.        |
| Koontz, Emil         | Moore, Alice           | Pitzer, Cyrus D.    |
| Keenan, Gladys L.    | Moore, Bessie K.       | Parsons, Willis     |
| Kelley, Katherine B. | Moore, W. J.           | Parsons, Lettie B.  |
| Knight, B. W.        | Moore, Callie          | Parsons, Murrel     |
| Koontz, Blanche      | Morris, Chas. C.       | Paul, Blanche       |
| Kennedy, Marion      | Musgrave, Milton       | Peck, Julia         |
| Keeney, Ethel        | Mounts, A. J.          | Pemberton, Kathleen |
| Keith, T. W.         | Mills, Willie          | Pence, Maggie       |
| King, Beatrice       | Marshall, T. R.        | Pence, Grace        |
| Knapp, A. L.         | Moyers, E. D.          | Peters, Clara       |
| Kautz, Eleanor       | Marsh, Irma            | Peters, Lewis       |
| Larew, Robert        | Montgomery, C. S.      | Peters, Annie       |
| Larew, Maude         | Midkiff, Audrey        | Parker, Cordelia    |
| Larew, Anna          | Midkiff, Minnie        | Plybon, Cleopatra   |
| Lemley, Fern L.      | Milbee, Ethel          | Pritchard, Cyrus D. |
| Lorentz, Roscoe      | Murphy, M. L.          | Pine, Lyda S.       |
| Le Sage, Frank       | Mason, T. N.           | Pine, Rebecca S.    |
| Le Sage, Douvel      | Mason, Frances         | Prilleman, W. A.    |
| Le Sage, Ruth        | Mason, Robert          | Perry, Lola         |
| Le Sage, Lucile      | Mace, Guy C.           | Parkins, Laura      |
| Le Sage, Josephine   | Murphy, Jas. D.        | Paul, Ethel         |
| Love, Paul           | Marcum, Hermia         | Price, Maude        |
| Leonard, J. W.       | McKenzie, Nora A.      | Price, Maggie       |
| Lively, L. G.        | McAboy, Truman         | Quarrier, Virginia  |
| Lester, Norma E.     | McCaffery, Eugene      | Rhoades, Nellie     |
| Lewis, Lucile        | McCoy, Grover          | Ritz, Alva          |
| Lewis, Maude         | McDonald, Elmer        | Robinson, J. B. Jr. |
| Lynch, Guelda        | McGary, Amos D.        | Ralph, Frank        |
| Lunford, Alverda     | McWilliams, Walter B.  | Ruckman, J. K.      |
| Lusk, Lydia E.       | McCray, Alfred         | Reynolds, Lonnie H. |
| Leslie, Ethel        | McVay, Hilda           | Rice, C. O.         |
| Lemley, Edith        | McDonald, Nora         | Riffe, Azel F.      |
| Leftwich, Ruby       | McCans, Georgia        | Riffe, Winton A.    |
| Larrimer, Grace      | McComas, Eunice        | Roach, Clyde        |
| Lederer, Anna        | McColm, Harry L.       | Robinson, Chester   |
| Lester, Mrs. F. W.   | McColm, Nellie K.      | Roberts, Garland    |
| Lambert, Emma        | McCallister, Helen     | Reid, Leroy M.      |
| Lynch, W. M.         | McIntyre, L. P.        | Reid, Clara         |
| Lowry, Elmer F.      | McCutcheon, Wilford    | Reid, Bessie        |
| Lacy, Nora           | McKay, F. M.           | Rousey, Fitzhugh L. |
| Lester, Fannie       | McQueen, Archibald     | Riddle, Hervey      |
| Leshner, Mary        | McCue, Maggie          | Ramsey, Chando B.   |
| Lapsley, Eleanor     | McCormick, B. T.       | Rollyson, Bertha M. |
| Maxwell, Myron P.    | McDowell, Anna         | Rose, Florence      |
| Mays, Walter         | McDonald, Donald       | Rucker, Myrtle      |
| Mays, Tressie        | McDonald, Nora         | Reynolds, Donnie    |
| Miller, Helen        | Nash, Charles          | Richardson, Frank   |
| Miller, Pattie       | Newman, Harry          | Richardson, Will A. |



- Richmond, Oma  
 Randall, Helen  
 Roberts, Thelma  
 Roberts, Hazel  
 Robertson, Gertrude  
 Ratcliffe, Anna Louise  
 Rife, Louary  
 Robertson, Myrtle  
 Roberts, Clyde  
 Ramsey, I. S.  
 Richmond, Maude  
 Reynolds, Florence H.  
 Riggs, Stella  
 Rose, Bessie  
 Rose, Anna  
 Richardson, Hila  
 Ritz, Rosa  
 Richmond, Fred  
 Ryan, W. L.  
 Regnaud, Chas. G.  
 Reynolds, Carrie  
 Robinson, H. L.  
 Ryan, Julia  
 Ryan, Josephine  
 Ryan, P. E.  
 Russell, Ruth  
 Riffle, Lucile  
 Smith, Olive  
 Smith, M. F.  
 Smith, Cora A.  
 Smith, Florence M.  
 Smith, Fannie  
 Smith, Flora  
 Sayre, Hubert  
 Scales, Myral M.  
 Scanlon, Chas.  
 Scott, Chas. E.  
 Sheets, Otis H.  
 Shumway, Wayne W.  
 Simmons, Goodrich K.  
 Sive, Abraham  
 Snedegar, James  
 Spangler, A. C.  
 Spangler, R. C.  
 Spruce, Wm. A.  
 Starkey, Worthy  
 Suddith, Rodney  
 Swan, Rufus W.  
 Sullivan, Lewis  
 Sayles, Frank H.  
 Sharp, J. W.  
 Smith, Preston  
 Sutherland, Roy  
 Sanborn, Fay T.  
 Sandige, Eva F.  
 Sharp, Mary  
 Sheets, Bessie M.  
 Silling, Lillian A.  
 Silling, Anna G.  
 Skeer, Myrtle  
 Skeer, Wilma B.  
 Southworth, Anna  
 Spurlock, Lenore J.  
 Sowards, Mrs. H. G.  
 Spangler, Mary L.  
 Stollings, Pearle  
 Sullings, Dorothy  
 Searls, Emma  
 Summers, Florence  
 Senseny, Agnes  
 Sanford, Birdie  
 Total number of students—978.
- Sample, Emma  
 Sanborn, Mary  
 Stevens, Alleene  
 Sample, Dixie  
 Stewart, Grace  
 Simms, Earle  
 Sharp, Mary E.  
 Somerville, Dora  
 Swan, Maude  
 Shumate, Hattie  
 Starkey, Walter  
 Stafford, Earl  
 Sanford, Beulah  
 Schlobohm, R. E. L.  
 Simpson, Grace  
 Snell, Charles W.  
 Sshoonover, C. R.  
 Settle, H. W.  
 Shawver, Lena  
 Sprigg, Georgia P.  
 Suiter, Velma  
 Steele, Ollie  
 Spangler, Mamie  
 Spangler, Lamar  
 Sergeant, Ruby  
 Sergeant, May  
 Shingleton, Pearl  
 Stackhouse, Mrs. M. C. E.  
 Sanburn, Audrey  
 Steele, Robt. M.  
 Titus, Sadie  
 Thompson, Grace  
 Talbott, Chas. R.  
 Taylor, Chester  
 Thompson, Roma G.  
 Tomkies, Elbert  
 Tompkins, H. P.  
 Topping, John R.  
 Thornburg, Irving  
 Tomkies, Douglas  
 Tomkies, Tony  
 Trump, Lacey  
 Tompson, R. N. B.  
 Turner, George D.  
 Tomkies, Elizabeth  
 Thomas, Cora  
 Tomkies, Frances  
 Thornburg, Josephine  
 Tucker, Tot  
 Thomas, A. R.  
 Thompson, Julia  
 Thacker, Linna  
 Turley, Mrs. Ota  
 Turney, Emma Belle  
 Turney, Robert  
 Vickers, Leonard  
 Van Meter, Rebecca  
 Van Fleet, Nettie  
 Van Reenan, Lloyd  
 Vines, Cora  
 Walton, B. W.  
 Wise, Millard  
 Wise, Henry  
 White, Annie L.  
 Walliss, Maude  
 Withrow, S. H.  
 Woody, Clara  
 Woody, Bertha  
 Wentz, Mollie  
 Wickline, Everett  
 Williams, Mary
- Walkinshaw, Eva  
 West, C. W.  
 Winn, Pearl  
 Whitaker, Marguerite  
 Woodyard, Mrs. S. T.  
 Wallace, Jessie  
 White, Jas. R.  
 Whitt, Roy  
 Wigal, Essie  
 Williamson, Nora  
 Wakefield, Paul  
 Wilson, Ross  
 Wilson, Anna L.  
 Wilson, Clara  
 Wilson, Lelia  
 Wilson, Benny  
 Wilson, Lewis  
 Wilson, Hattie B.  
 Wilson, Lucy  
 Wilson, Parthenia  
 Ward, Edward S.  
 Wellman, Clyde  
 Wheat, Charles  
 Wigner, Clyde  
 Wiley, Rosco  
 Wilkinson, Earl D.  
 Willis, John T.  
 Wills, W. Howard  
 Wills, Randolph  
 Williamson, Vickers  
 Walton, Porter  
 Walls, Russell E.  
 Welker, G. D.  
 Welch, Frances  
 White, Lucy Carter  
 Winslow, Ellen  
 Wakefield, Gladys  
 Whittaker, Elizabeth  
 Walton, Ethel  
 Weider, Alice  
 Williamson, Mary  
 Winters, Frances  
 Wright, Nellie  
 Wiley, Lizzie  
 Wells, Mary J.  
 Walker, C. G.  
 Withrow, C. T.  
 Wood, Robert  
 Waugh, Bessie A.  
 Wells, Jane  
 Wysor, Fannie  
 Walton, Grace M.  
 Webb, Frances  
 West, Bertha  
 White, Janie  
 Wilcox, Zora  
 Wilkinson, Fay  
 Williams, Annie N.  
 Williamson, May Alice  
 Winkler, Lula  
 Winters, Mary W.  
 Womeldorf, Lissa E.  
 Wood, Lelia  
 Yantz, Christie  
 Yates, Wellington  
 Yates, Annie  
 York, John  
 Yoakum, J. T.  
 Young, Herschell  
 Young, Mabel









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